



## **EAL Policy**

### **Rationale**

At Greenhill we aim to provide a school environment which reflects and celebrates the fact that the children are from a variety of language backgrounds. We ensure that bi-lingual learners feel free and confident to use their home language as a tool for learning and have members of staff who are from the cultural and linguistic backgrounds of the majority of our children. The resources provided to support learning are appropriate to the children's experiences and free from cultural stereotype and bias. Our curriculum reflects the life experiences, culture and language of the children and focuses on language use and development in all areas of the curriculum.

### **Purpose**

1. To ensure that all our children reach their full potential
2. To provide a rich language environment which has good role models of oral and written English used for a variety of purposes
3. To ensure that all our teaching involves collaborative learning, encourages independent learning through a variety of support resources and develops higher level thinking and critical thinking instead of just simple recall.
4. To provide learning, that is related specifically to individual needs.
5. To develop learners who can confidently communicate their thoughts and ideas clearly and fluently in both home language and English.

### **Guidelines**

Every teacher should use the 'Every teacher should...' document to ensure continuity throughout school. Teachers will:

- Provide a broad, balanced, active and creative curriculum with opportunities for hands on learning
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing English are structured for different purposes across a range of subjects
- Provide a range of reading materials that highlight the different ways in which English is used
- Ensure that there are effective opportunities for speaking and listening and that it is used to support writing
- Encourage children to transfer their knowledge skills and understanding from one language to another
- Build on children's experiences of language at home, in the wider community so that their developing use of English and other languages support one another
- Provide support through ICT, video or audio materials, dictionaries and translators
- Use the home or first language and contexts children are culturally familiar with (where appropriate)

### **Conclusion**

Our policy will result in children who are confident and self-motivated communicators in both English and home language.