



ST PETER'S

PREPARATORY SCHOOL

Policy for children with English as an additional language

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Policy for Children with English as an Additional Language

1. INTRODUCTION

The term EAL is used when referring to pupils whose main language at home is a language other than English. The vast majority of pupils at St Peter's Preparatory School do not fall into this category, although historically a few children have. This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

2. AIMS

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to St Peter's Preparatory School.
- Advise on linguistic level of international pupils applying to the school when asked to do so.
- Assess proficiency in English of all EAL pupils new to the school and communicate this to whole staff, together with any other relevant information.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
- Raising staff awareness of EAL issues: achieved by ongoing discussions with staff about individual pupils, responding to inquiries, EAL input into NQT process, facilitating whole school INSET on EAL.

3. OBJECTIVES

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To monitor pupils' progress systematically and use data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To ensure that language and literacy are taught within the context of all subjects.
- To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- To actively liaise with parents to help them to support their children's learning.

- To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To seek first language assessment to ensure the accurate identification of special educational needs.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- To celebrate multilingual skills and promote linguistic diversity with all pupils.

4. STRATEGIES

4.1 School/Class Ethos

- Recognise the child's first language; boost the child's self-esteem. Remember they have the potential to become a bilingual adult.
- Ensure classrooms provide an inclusive atmosphere, both socially and intellectually, where culture and difference are valued and individual identities are fostered.
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with good command of the range of language needed for academic success.

4.2 Teaching and Learning

- Assess the pupil's competence in English in relation to the School's and National standards.
- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one word answers.
- Monitor progress carefully and ensure EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their first language to explore concepts.
- Give young children time to absorb English.
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.
- Have signs and vocabulary around the classroom to aid understanding.
- Provide a classroom rich in oral experiences.
- Enable pupils to draw on their existing knowledge of other language/s.
- Encourage and use bilingual support from other students and staff.
- Use translated materials and bilingual dictionaries.
- Allow students time to practise new language.
- Use visual support of all kinds (diagrams, maps, charts, pictures).
- Develop card sorting, sequencing and matching activities.

5. RESPONSIBILITIES

5.1 Registrar

To obtain, collate and distribute to appropriate members of staff information on new pupils with EAL this should include:

- Language(s) spoken at home.
- Information on the level of English used/ studied
- Details of curriculum from previous school

5.2 Head of Pre-prep/Lower and Upper School

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- Recognised EAL schemes of work and methods of assessment are used
- Suitable selection of examination material to assess conceptual understanding as well as language competence
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed
- To ensure that the pupil is integrated into the normal school timetable as much as possible. It may be necessary for the Director of Learning Success in conjunction with the Head of Modern Foreign Languages to consider additional help regarding foreign languages and, if appropriate, to remove the pupil from these lessons and provide an appropriate alternative.

5.3 Form tutor/English Teachers

- Oversee initial assessment of pupil's standards of English in liaison with the Director of Learning Success and Form Tutor
- Monitor standards of teaching and learning of pupils with EAL
- Report to the Director of Learning Success on the effectiveness of the above and progress of the pupils

5.4 Learning Success Department

- Complete an initial assessment of the pupil's standards of English during a taster day.
- Give guidance and support in using the assessment to set targets and plan appropriate work.
- Add support required by the pupils with EAL to the provision maps with clear objectives and strategies.
- Review provision maps termly to evaluate continuing EAL needs.
- Provide additional support to the pupils with EAL which may include reader and/or scribe support as well as oral work in the mother tongue where possible.
- Buy in specialist linguistic teacher from Babcock (if required) to work with child and any resources required.

5.5 Class/Subject Teachers

- Be knowledgeable about the pupil's abilities and needs in English and other subjects.
- Use the knowledge effectively in curriculum planning, classroom teaching and pupils grouping.

Lessons can be on an individual basis or through planned differentiation in the class lesson, through quality planning

Very close informal links are kept with all subject departments and the Learning Success Team. We have schemes of work for all subjects. We regularly discuss individual pupils and their academic needs with subject teachers and tutors in order to make support lessons as relevant and useful as possible.

7. METHODOLOGY

Necessarily very flexible, to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs, and the different dynamics of class, small group and individual teaching. We do our best to make our lessons contain pace, variety and challenge, encourage active learning by our pupils and ensure they are appropriately differentiated.

8. RESOURCES

The Learning Success Department has a wide range of resources. These include reference materials - dictionaries, grammar and vocabulary resources, a wide range of activities, listening materials and exam practice materials. Books in the pupil's first language can be ordered in or borrowed from the Devon Library Service. Activities and signs can also be made or ordered to aid pupils.

9. ASSESSMENT AND REPORTING

Progress is monitored closely through St Peter's School Bacalaureate[®], class books, summative and formative assessments, provision maps, daily reading and individual subjects. We follow the school's assessment, reporting and marking policy reflecting achievement.

- In cases where many teachers teach the same pupil or group we discuss these grades together before making a decision.
- Comments on individual pupils may be voiced at whole school staff meetings.
- All pupils have termly reports which are emailed to parents. These specify what work has been done, how much pupils have progressed, areas of strength and for improvement, a comment on attitude.
- Finally, we respond to requests for progress reports from parents and guardians.

10. STAFF DEVELOPMENT

There are weekly minuted Whole School, Pre-prep, Lower and Upper School meetings in which departmental matters, generally academic, are considered and where the needs and progress of our pupils is monitored. Aside from these relatively formal meetings, we continually discuss both teaching practice and pupils.

11. NUMBERS OF PUPILS AND STAFF

At the beginning of Michaelmas term 2019 there were 11 pupils whose first language was not English. Of these 2 are having additional support with their language.

All teaching staff are expected to plan and support children with EAL, with extra lessons provided by the Director of Learning Success.

12. ACCOMMODATION

The Learning Success Room is one EAL teaching base alongside the learning success room in Stable block. We also use the Research and Learning Hub as necessary.