



PRINCE'S MEAD

English as an Additional Language (EAL) Policy

FEBRUARY 2021



Princes Mead values cultural differences and fosters an appreciation of individual identities which is reflected in the school's aims:

- To provide a caring, nurturing environment in which each child can flourish and feel a sense of belonging.

The Policy sets out the School's aims, objectives and strategies with regard to meeting the full range of needs of children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

INTRODUCTION AND THE PRINCIPLES OF EAL PROVISION

Defining EAL: an EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision. For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

- Level 1: silent period / beginner learner
- Level 2: basic interpersonal communication skills (BICS)
- Level 3: socially competent and starting to communicate more efficiently in an academic setting
- Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum
- Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement



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EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities;

- The school environment, both in and outside the classroom, should promote language development;
- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

Provision for learning needs is now best expressed in terms of 'learning support' which is an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL, STA, and disabilities. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of effective differentiation support for those responsible for teaching these pupils, and supplementary provision.

ASSESSMENT

The School Registration form will identify pupils where English is their second language.

AIMS

The aims of this EAL policy are to define the school's objectives regarding EAL and how these will be met alongside the overall organisation and management of EAL provision in the school. EAL provision is a whole school responsibility and as such class teachers should be aware of the pupils who are EAL and of influence of behaviour, attitude and cultural expectations. In order to achieve this this they should also plan their teaching to support language development. The roles and responsibilities are such that:

The Headmaster ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

The Head of Learning Support will embrace the role of EAL Co-ordinator and:

- Oversee initial assessment of pupils' standard of English in tandem with the assessment carried out by the relevant form teacher.
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
- Monitor standards of teaching and learning of pupils with EAL.
- Report to the Director of Studies and the Headmaster on the effectiveness of the above and the progress of pupils.
- Monitor progress and identify learning difficulties that may be masked by EAL.



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Class/subject teacher to:

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

The overall aims are:

- Ensure teachers are aware of pupils who are EAL and they are supported in meeting their needs;
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- 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 the 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.
- Appropriate resources are available and are used in the school.

STRATEGIES

Language support is best provided within the classroom wherever possible, it being the ideal environment for language learning as it offers pupils the chance to practise all four language skills, (speaking, listening, reading and writing), with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge. Further, time out of subject lessons may cause pupils to fall behind in the curriculum.

Further to this:

- Recognise the child's mother tongue.
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams will if appropriate.
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used.
- Allow pupils to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.



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- Ensure that vocabulary work covers technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Ensure that there are effective opportunities for talking, and that this is used to support writing.

In the EYFS pupils learning of English as an additional language will be supported by building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other. As well as:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing support to extend vocabulary.
- Providing a variety of writing in the children's home language as well as in English, according to their needs.
- Providing opportunities for children to hear their home languages as well as English and as appropriate.

ACCESS AND SUPPORT

All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning. Where appropriate, and if resources allow, EAL pupils may be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.