

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Legal Status:

- Complies with Part 6, paragraph 32(3)(b) of The Education (Independent School Standards) (England) Regulations currently in force

Applies to:

- Whole School including the Early Years Foundation Stage (EYFS) and inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related documents:

- SEND Policy
- Teaching and Learning Policies

Availability

- This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.

The Proprietor (who is also the Headmistress) undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2018

Mrs A.R. Burton
Headmistress and Proprietor

English as an Additional Language (EAL) Policy

Introduction

- In common with the rest of the curriculum, where a child is learning English as an additional language, this is individually planned for, taking into account the particular needs of the child and working with the family to plan how best to facilitate the child's integration into an English speaking setting. If for example, a child at our school was most comfortable with say another language our strategy in understanding how best to enable the child to use English would include observing the child communicating in their mother tongue. As a result of this, key English words would be sent to the parents, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the child might be trying to say. It would also assist in preventing the child becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the child to transfer the word into English. Our experience is that this individually tailored approach has shown to be highly successful.
- We offer parents the option to receive any policies, procedures, newsletters etc. That they would receive in English, translated into other languages.
- In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.
- The backgrounds of pupils at Orchard School mean that the needs of its EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrase in speaking, writing and grammar.

Aims and objectives

- The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.
- The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of current legislation.

We aim to raise the attainment of minority ethnic pupils by:

- Assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible.
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English.
- Providing additional in-class and withdrawal support to these pupils.
- Developing an understanding of and valuing pupils' home languages.
- Using visual and auditory resources.
- Assessing pupils with EAL to establish their needs and progress.
- Liaising with Special Educational Needs and Disabilities (SEND) colleagues in identifying pupils who may additionally have SEND.

The aims of our (EAL) provision are that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

Assessment for learning

- Our school uses the QCA English scales to measure English language competence for EAL children linked to the National Curriculum. These have only recently been published. We carry out ongoing recording of attainment and progress in line with agreed school procedures.
- The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- In the mathematics tasks and tests at Key Stage 1 we help children by translating English words or phrases that appear in the assessment materials, or non-English words or phrases that the children use in their responses.
- For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English.
- The language support teacher offers support to children during the Key Stage 1 and Key Stage 2 assessment period.

Identification and Assessment

Parents are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- PIPs
- Foundation stage profile
- CATs
- Teacher assessment
- Reading tests/sweeps
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with parents
- Attendance and behaviour monitoring
- Accurate ethnic data

Once the pupils have been identified and assessed, the class teacher needs to work with colleagues to develop Individual Language Plans with SMART targets (ILP's). All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

Teaching and learning style

- In our school, teachers take action to help children who are learning English as an additional language by various means:
 - developing their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - providing in class support for individuals and small groups;
 - developing appropriate resources;
 - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
 - providing a range of reading materials that highlight the different ways in which English is used;
 - encouraging children to transfer their knowledge, skills and understanding of one language to another;

- providing support within small-group intervention strategy programmes also involving non-EAL pupils;
- providing advice and training for staff members;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
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- ensuring access to the curriculum and to assessment by:
 - using accessible texts and materials that suit children's ages and levels of learning;
 - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
 - using the home or first language where appropriate.

Home-school links

These are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Professional development

All staff are provided with opportunities for training on EAL, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

Use of ICT

ICT is a central resource for learning in all areas at Orchard School and is used when relevant for meeting the needs of EAL pupils.

Resources

Staff working with EAL pupils can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support Learning Development including EAL.

Effective EAL support

This will be evidenced by:

- High standards of EAL training and curriculum content for EAL pupils
- Good leadership and management of EAL
- Pupils with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of pupils at the early stage of language learning
- Support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson
- The offered curriculum is relevant and sensitive
- The SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils.
- Links with parents are good
- The area is a strength in the school

Curriculum Access

- At Orchard School teaching and learning, achievements, attitudes and well-being of all our children are important. Some of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.
- Teaching Assistants work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes they work with groups of children, of whom only one or two may be EAL children.

English as an Additional Language (EAL) in the Early Years Foundation Stage (EYFS)

We plan opportunities for children to develop their English, and we provide support to help them take part in activities by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- ensuring that our teaching and learning environments include appropriate resources
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English if requested;
- providing opportunities for children to hear their home languages as well as English if requested;
- providing bilingual support to extend vocabulary.

If necessary, we also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.