



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

English as an Additional Language (EAL) Policy

Including Early Years Foundation Stage

UPDATED	REVIEW DATE
21 November 2016	20 November 2017
Name of staff member responsible for documents Annette Wright, Deputy Head (Academic)	

WHY?

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognizing and valuing their home language and background. We are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. Bilingualism and multiculturalism are assets that should be actively supported and celebrated. At Reigate St Mary's we take a whole school approach, including ethos, curriculum, education against racism, and promoting language awareness. We believe that all teachers are teachers of pupils with individual needs.

The school aims to identify those children who are EAL when they are first admitted to the school and outlines how they are supported and integrated as fully as possible and are given a broad and balanced curriculum.

WHAT?

An EAL pupil is a pupil whose first language is not English. First language is the language to which the child was first exposed during early development and continues to use this language in their home and community. 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

For the purpose of supporting the child EAL pupils' competence in English can be categorized as described:

Level 1: Silent period/ beginner learner

Level 2: Basic interpersonal communication skills(BICS)- usually following 2 years of exposure to English

Level 3: Socially competent and starting to communicate more effectively 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 (can take a minimum of 5 years of exposure to English)

As a selective, fee paying school Reigate St Mary's is unlikely to have EAL beginner learners, Level 1, although some pupils joining from abroad may take time to get to grips with their new environment. We are very aware that the majority of bilingual children in our school are fluent in English when they join, have deliberately been brought up as bilingual by their parents or in fact count English as their first language whilst being fluent or semi fluent in another family language. Their EAL needs may still surface as they progress through the school and so the EAL provision is still relevant to support their abilities.

At Reigate St Mary' we have several EAL students representing many different languages. Most are deemed to have achieved cognitive academic language proficiency.

HOW?

PRINCIPLES OF EAL PROVISION

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 should promote full integration and the pupils are actively encouraged to participate in extra-curricular activities. The views of the parents are taken into account and they are encouraged to play a role in the pupil's education. The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness.

EARLY YEARS FOUNDATION STAGE

For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home and, furthermore, we must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are

ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skill, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is a cause for concern about language delay.

Statutory Framework for the Early Years Foundation Stage (2014)

ROLES AND RESPONSIBILITY

The member of staff responsible for co-coordinating EAL provision should register the children through the school's database iSAMS. They coordinate the EAL provision in terms of pastoral and academic support in order to ensure curriculum coverage, continuity and progression and pupil welfare. Each class teacher should be aware of the EAL pupil's in their class and this should be noted on the pupil profile where appropriate.

Planning for EAL pupils will be relevant to their specific needs. Where EAL pupils also have SEND it may be necessary to consult with the SENCO and to produce an individual plan for the child.

IDENTIFICATION

Pupils who have English as an additional language (EAL) are identified by the Head of Lower School and/or Deputy Head (Academic) as soon as they enter the school and their names are recorded on the EAL register. Children will undergo an initial assessment on entry to the school to establish language levels and needs as part of the baseline assessment process.

Additional individual or group support where appropriate for pupils who have not yet attained cognitive academic language proficiency may be provided. This may be individual or small group support outside lesson times.

Class teachers and the Head of MFL should be aware of the pupils on the EAL register. They should be aware of the influence of behaviour, attitude and cultural expectations and plan their teaching to support language development.

LANGUAGE ENRICHED LEARNING

The most effective pedagogy to support language acquisition emphasizes language using social, oral, collaborative, contextualized challenge linguistically and cognitively.

The school aims to:

- Assess and monitor progress of EAL pupils in their acquisition of English language skills across the curriculum
- Ensure that all EAL pupils are able to use English independently and confidently
- Meet the responsibilities to EAL pupils by ensuring their equal access to the curriculum and achievement of their educational potential
- Provide EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- Encourage celebration of the culture of EAL pupils
- Assist staff in supporting EAL pupils in their acquisition of English language skills across the curriculum.

It is the policy of Reigate St Mary's that all EAL pupils have access to the whole school curriculum and to the full range of co-curricular activities the school provides. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the senior leadership team and parents.

Pupils for whom English is an additional language are not deemed to have SEND unless identified as having a special educational need. It is the responsibility of all teachers to plan for the inclusion of pupils with EAL within their lessons.

Teachers should aim for the following:

- Analyse the language demands of lesson content, in order to understand how each lesson can promote language as well as content learning;
- Preview language objectives alongside other aims at the beginning of the lesson;
- Provide ample opportunities for talk – pair work, collaborative activities etc. (whilst being aware that pupils with EAL may need time before being able or confident to engage in speaking) and model spoken structures, for example using frameworks for talking and active listening tasks;
- Encourage pupil responses and promote interaction using different forms of questioning: closed and open, concrete and abstract, etc.
- Allow pupils ‘time to think’ before answering questions;
- Scaffold reading activities, for example using paired reading and directed activities related to texts (DARTs);
- Scaffold writing tasks, for example matching, sequencing, providing writing frames and word banks;
- Teach language skills explicitly, including demonstrating grammar conventions (e.g. the use of connectives in essay writing), with opportunities to practise language use;
- Focus on developing and providing the language for higher order thinking skills such as hypothesising, evaluating, inferring, generalising etc.;
- Prepare resources that support the development of pupils’ language skills and understanding, including visuals or graphic organisers (for example timelines, tree diagrams, flow charts, tables, graphs, pie charts and cycle diagrams) to support understanding of key words and concepts;
- Develop increased opportunities for all pupils to be taught subjects through arts activities such as art and design, music, drama and dance;
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning;
- Allow pupils time to summarise and reflect on what they have learned at the end of a lesson;
- Integrate speaking, listening, reading and writing, and use one language skill to support and reinforce another.

ASSESSMENT AND RECORD KEEPING

The nature of the need of identified EAL pupils include an analysis of assessments during admission, including verbal reasoning and input from parents. An EAL register will be compiled from iSAMS and information from the parent questionnaire on entry to the school. This register will be updated by the School Office staff. This should include:

- Pupil’s name, date of birth and form group
- Pupil’s mother tongue
- Languages spoken at home
- Use of additional languages at home (sometimes/every day)
- Whether the pupil reads or writes in another language
- Whether the pupil has language lessons out of school
- Assigned proficiency category

Where an EAL pupil also has SEND it may be necessary to consult with the SENCO to produce an Individual Support Plan (ISP) for the child.

MONITORING AND REVIEWING THE POLICY

This policy will be monitored by the Deputy Head (Academic) and Head of Lower School with the Phase Leaders through monitoring children’s progress. The policy will be reviewed yearly.

References:

Excellence and Enjoyment: learning and teaching for bilingual children in the Primary Years Dept of Education

Unit 3: Creating an Inclusive Learning Environment.

Statutory Framework for the Early Years Foundation Stage (2014)