



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

EAL POLICY- ENGLISH AS AN ADDITIONAL LANGUAGE
KS1 and KS2

UPDATED	REVIEW DATE
8 January 2015	8 January 2016
Name of staff member responsible for document Annette Harper	

EAL POLICY

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 pupil's 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, 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. All except 2 are deemed to have achieved cognitive academic language proficiency and the rest are at level 4.

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 pupil's 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.

ROLES AND RESPONSIBILITY

The member of staff responsible for co-coordinating EAL provision in Key Stage 1 and 2 is the Director of Studies. They should in conjunction with the handover by the Head of Early Years, (see the Early Years Foundation Stage EAL Policy,) the Deputy Head Pastoral and the Bursar ensure EAL pupil's are identified on admission, assessed and where

relevant monitored. They should register the children through the Rainbow tracking system. 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 their profile.

Organize additional individual or group support to students who have not yet attained cognitive academic language proficiency. This may be individual or small group support outside lesson times in the Senior School. Permission from parents will be obtained before pupil's go to RGS for support and will not be charged for this support. Class teachers should be aware of the pupil's on the register and also the Head of MFL. 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. 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 or the Rainbow system and the parent questionnaire. This should include:

Pupil's name and year

Pupil's mother tongue

Languages spoken at home

Use of additional languages at home (sometimes/ everyday)

Whether the pupil reads or writes in another language

Whether the pupil has language lessons out of school

Assigned proficiency category

A copy of the register will be kept in the t-drive.
Where an EAL pupil has SEND it may be necessary to consult with the SENCO to produce Individual plan's for the said children.

MONITORING AND REVIEWING THE POLICY

This policy will be monitored by the Director of Studies and School Phase Leaders through monitoring children's progress, It will be reviewed yearly.

References:

Excellence and Enjoyment: learning and teaching for bilingual children in eth Primary Years Dept of Education
Unit 3: Creating and Inclusive Learning Environment.
Books in dual languages are available.