King Henry VIII Preparatory School

English as an Additional Language (EAL) Policy

1 Introduction

1.1 In our school we value all pupils equally. We encourage all our children to aim for the highest possible standards and we take account of each child’s individual needs and experiences.

1.2 A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

1.3 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

1.5 All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum. In writing schemes of work and medium term plans, teachers should consider the following questions:

- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other children) model the key subject language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

1.6 The role of class teachers is to:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils’ ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

1.7 Language and literacy experiences of EAL learners: Some pupils already have good language and literacy skills in two or more languages. Some pupils are beginner EAL learners have never learnt to read or write in any language. Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school. Some pupils have SEN with language or literacy needs.
All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success. As pupils progress through school, the language and literacy demands of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

1.8 Beginner EAL learners: It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time. This enables them to;

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

2 Aims and objectives

2.1 A broad and balanced curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

2.2 The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equalities Act 2010.

2.3 To ensure EAL pupils reach their full potential.

3 General Guidelines

3.1 To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.

3.2 To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.

3.3 To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.

3.4 To use key visuals and other strategies to support children’s access to the curriculum.

3.5 To ensure that language and literacy are taught within the context of all subjects.

3.6 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.
3.7 To actively liaise with parents to help them to support their children’s learning.

3.8 Where appropriate and possible to facilitate parents’ access to school life by providing dual language information and bilingual support especially for parents’ evenings and school events.

3.9 To seek first language assessment to ensure the accurate identification of SEN.

3.10 To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.

3.11 To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.

3.12 To celebrate multilingual skills and promote linguistic diversity with all pupils.

4 **Teaching and learning style**

4.1 **Teaching strategies to support EAL beginners**
- 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 practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

4.2 **Developing language and literacy skills**
In order to be fully literate, pupils need to be able to understand how we adapt our every day speech into formal, written texts.

4.3 **Learning through talk**
- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

  **Teaching strategies**
- Provide pre and post listening activities
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

4.4 **Learning from text**
- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills
Teaching strategies

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

4.5 Learning through writing

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

Teaching strategies

- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

4 EAL and inclusion

4.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. Children with English as an additional language do not necessarily have separate teaching unless they need it. We provide learning opportunities that enable all pupils to make good progress initially through quality first teaching. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

4.2 If necessary teaching assistants will assist with the teaching of a child with EAL in class. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups composed not entirely of EAL children.

4.3 In the Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We help children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- engaging the child in educational games that develop their language skills;
- providing bilingual support to extend vocabulary where possible;
5 Assessment for learning

5.1 The class teacher will provide additional language support for children with English as an additional language during assessment periods. Where necessary, the teaching assistant may be deployed. Teachers who have concerns about a pupil’s EAL acting as a barrier to their achievement should contact the Inclusion Leader for advice.

6 Monitoring and review

6.1 This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.

Date: Spring 2019

Person(s) responsible: Inclusion Leader

Planned review date: Spring 2022