

KING HENRY VIII PREPARATORY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy is applicable to all pupils, including those in EYFS.

Our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority.

1 Statement of Aims

The school aims to make appropriate provision of teaching and resources for pupils for whom English is an additional language and for ensuring EAL children are able to achieve their full potential.

The school will identify individual pupil needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

2 The Context of the School

A wide variety of languages are spoken at this school, with the majority being from the Indian sub-continent. Approximately 15% of pupils have a home language in addition to English.

In the Early Years there may be language concerns as the carers for the children may be adults whose English is not their first language. These may be grandparents of the younger children or parents who speak two or more languages at home.

- 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 development at home.
- 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 cause for concern about language delay. (EYFS Framework 2014)

3 Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- Teachers have a crucial role in modelling uses of language
- The focus and use of additional support time are seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the School's full curriculum
- A distinction is made between EAL and Special Educational Needs
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and, where applicable, to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued
- At an early age between Nursery and Year 2 oracy is so important and EAL issues may be identified by the way a child communicates at this early stage of their education.
- 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 development at home.

- 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 cause for concern about language delay.

TEACHING AND LEARNING

4 Planning and Differentiation:

Plans will identify the demands of the School's Curriculum and provide differentiated opportunities for EAL pupils. Where appropriate, teachers will plan activities for individuals or groups of children with EAL.

- Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, uses of language or forms of text
- Classroom activities should be carefully structured and focused
- Classroom activities should have clear learning objectives and appropriate support and resources should be deployed to ensure that pupils are able to participate in lessons
- Staff should review groupings and seating arrangements to enable EAL learners to have some access to strong English language peer models.
- Staff must not assume there is a Literacy problem without first considering if the child has EAL issues.

5 Strategies

Staff should use some of the following support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional verbal support - repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc
- Writing frames.
- Opportunities for role play
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts

- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract where necessary
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.

6 Planning, Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

Staff regularly observe, assess and record information about pupils' developing use of language

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils.

7 Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

8 Assessment and Record Keeping

The school will ensure that all EAL pupils have access to statutory Assessments, making full use of special arrangements including first language assessment/support where appropriate, this is very rare at King Henry VIII Preparatory School.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school will analyse EAL/Minority Ethnic pupil achievement and evaluate the effectiveness of additional support provided in terms of pupil progress. Results in Year 6 are analysed in terms of ethnicity.

9 Resources

Resources on which reading and writing activities may be based are

monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

Assemblies are organised to represent the various cultures and religions in the school.

10 Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English

11 Development of Provision

The school will enable staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

It is planned that the Minority Group Support Consultancy Service in Coventry will provide training and advice for staff if appropriate to the needs of the school.

The school will develop methods to identify pupils' level of English, perhaps with reference to Stages of English as an Additional Language.

12 Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils, including achievement and progress.

The evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

Each teacher will identify an EAL child by looking at both independent written work and spoken language.

A simple system of three letters are used to grade the EAL requirements of the child from A, B and C.

A- Strong concerns

B- Issues indicate some EAL concerns.

C- Weak concerns which require further research or data.

These are updated each year and data including Reading, Spelling, Verbal Reasoning and Non-Verbal Reasoning are collated for all children on the EAL register.

Mr Steven Dhaliwal
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