



EAL (English as an Additional Language) Policy Whole School and EYFS

Introduction

At Parsons Green Prep we celebrate the fact that many of our children speak more than one language. Some are from well-established communities, whilst others may be new to the language and culture of this country. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. 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.

Parsons Green Prep definition of EAL children

Children who have moved to an English-speaking country and whose first fluent language is other than English. Children for whom English is spoken as a second or additional language within the home.

Aims of the policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs and Disability (SEND).

Whole school approach

On entry to the school information is gathered about:

- pupils' linguistic background and competence in other language/s



- pupils' previous educational experience
- pupils' family and biographical background

All pupils applying for a place in Reception after the September start of term or for a place in Years 1 to 6 are invited to attend an assessment day. For EAL pupils we may reduce this to a half-day and provide a tutor or assistant to work with them whilst they complete tasks in numeracy and literacy. The tutor/assistant will translate the exercises and guide the child through the tasks. They will provide the headteacher with a report of the child's level of English and their ability. A place may be offered with a condition that the parents provide a tutor for an agreed amount of time to help the child acquire a level of English that will enable them to access the curriculum with support from the class teacher and Parsons Green Prep assistants.

- We place EAL children who require support on a register which is circulated to all staff.
- We provide in-class support for children who are on the EAL register by a teaching assistant who works, in partnership with the teacher, alongside the child for some of the lessons.
- We provide individual EAL lessons for an additional fee.
- We use different languages in our staff displays and our instruction signs around the school.
- We incorporate different languages in our key performances and assemblies.

Approach of our teachers

Our teachers develop the spoken and written English of EAL pupils in their class by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Displaying key vocabulary.
- Providing additional visual support, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Providing additional verbal support, e.g. repetition, modelling and peer support. Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Providing scaffolding language and learning, e.g. talk frames and writing frames.
- 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.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- 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.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Pre-teaching by giving children a vocabulary list covering words that they will encounter in the forthcoming lessons.

Our teachers ensure access to the curriculum and to assessment by:



- Taking into account the linguistic, cultural and religious backgrounds of families.
- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through computing, dictionaries and readers.
- Using the home or first language where appropriate.
- Ensuring consideration and sensitivity is given to the appropriateness of assessing EAL pupils at the earlier stages of English acquisition.

Our teachers monitor progress by:

- Setting targets for EAL pupils that are appropriate, challenging and reviewed on a regular basis.
- Ensuring that their planning for EAL pupils incorporates both curriculum and EAL-specific objectives.
- Regularly observing, assessing and recording information about pupils' developing use of language.

The Early Years Foundation Stage

The EYFS teachers follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- Building on children's experiences of language 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.
- Providing bilingual support, where possible, to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English.
- Providing resources in the home language to help children to feel secure in the learning environment.
- Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

Special Educational Needs and Disability (SEND) and Able, Gifted and Talented (AGT) Pupils

Most EAL pupils needing additional support do not have SEND. Should SEND be identified, EAL pupils have equal access to the school's SEND provision. If EAL pupils are identified as AGT, they have equal access to the school's provision.

Parental involvement

We strive to encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Recognising and encouraging the use of first language.
- Asking parents to assist with language labels for classroom displays.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.



This policy will be reviewed annually		
Reviewed: September 2010	By: J Richardson	No changes
Reviewed: April 2012	By: Catrin Sherwood	Typos
Reviewed: 12 December 2013	By: Pippa Hogg-Andrews	Addition of approaches and EYFS
Reviewed: 5 September 2014	By: Bronwen Dace, Lucinda Waring, Helen Stavert	No changes
Reviewed: 1 August 2015	By : Bronwen Dace	Addition of approaches
Reviewed: 1 August 2016	By : Bronwen Dace	Addition of a phrase to improve grammar
Reviewed: 1 August 2017	By : Bronwen Dace	No changes
Next review : 1 August 2018		