

# **Notting Hill Preparatory School**

## **Policy for English as an Additional Language (EAL)**

**(EYFS & KS1-3)**

**December 2009**

## **POLICY FOR EAL**

This policy is a statement of Notting Hill's aims and strategies to ensure that EAL pupils fulfil their potential.

### **Mission statement**

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 recognising and valuing their home language and background. At Notting Hill Prep, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. (Refer to school Equal Opportunities Policy)

### **Aims of 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.

We aim to ensure that pupils who have English as an additional language will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

Our aims will be achieved by:

- Providing a welcoming ethos at Notting Hill Prep and a safe classroom environment
- Informing teaching staff when a pupil on the EAL register is in one of their classes
- Making Staff aware of the child's needs

### **Notting Hill Prep Context**

At our school there are 2 pupils who are learning English as an additional Language. Both children's first language is French. We have 9 children who are bilingual in Swedish and English.

Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is the SENCO.

### **Admissions Policy**

EAL pupils are subject to the same admissions procedures as other pupils from Year 2 above. Those with EAL needs identified on the application form or via their current school may be made known to the School in advance.

## **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 are recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- 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.

## **Assessment**

- All EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **Planning, Monitoring and Evaluation**

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.

- When planning the curriculum, staff take account of the linguistic cultural and religious backgrounds of families.

### **Teaching Strategies**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.

### **Materials**

Our school provides appropriate materials such as dual language text books, dictionaries and key word lists. Videos, maps, I.C.T. and story props also give crucial support. The school will provide appropriate funding for resources and training of staff.

### **Special Educational Needs and Gifted and Talented Pupils**

- Most EAL pupils needing additional support do not have SEN/LDD.
- Should SED/LDD be identified, EAL pupils have equal access to school's SEN/LDD provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

### **Parental/Community Involvement**

Staff strive to encourage parental and community 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.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

This policy is to be read with reference to the following policies:

- Special Educational Needs /LDD
- Equal Opportunities and Inclusion
- Safeguarding Children and Safer Recruitment
- Pastoral
- Admissions

This policy to be reviewed on annual basis by the SENCO and Senior Management

## Appendix 1

### EAL Stages and Support Strategies for Developing Bilinguals

*Note: Subject Teachers should consult with the Learning Support Department if they need assistance with implementing the strategies suggested below.*

#### **Stage 1 – Beginners/Post-Beginners**

Beginners of English often go through what is called a 'silent period'. At this stage they are lacking in confidence and do not produce much English, but they are absorbing and learning all the time. This period can last up to 6 months. Tasks will need to be differentiated so that their understanding can be assessed rather than their level of English.

#### **Strategies:**

- Students must be included in lessons and activities as much as possible
- They must be given the opportunity to be active listeners and to follow examples from peers
- Provide annotated diagrams
- Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e.g. diagrams, pictures, objects, DVDs etc.)
- Write homework instructions on the board and at the same time give them verbally.
- To measure understanding, allow them to choose an answer or write a single word down
- Suggest students draft ideas and plans in their first language
- Encourage the use of an indexed glossary book where key words and phrases can be entered – with an example of use in context where appropriate

#### **Stage 2**

Students at this stage are confident speakers of English, although they may make grammatical mistakes, especially in unfamiliar contexts. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. In reading they will be able to decode reasonably well and will be beginning to acquire writing skills.

#### **Strategies:**

(Note: whilst there is an expectation that pupils will not enter the School at Stage 1, some of the strategies described may be relevant to Stage 2.)

- Students may need support with reading and fully understanding a text – provide word lists, summaries, abridged versions, listening books
- Use plenty of visuals: charts, diagrams, semantic webs, DVDs, etc.
- Use writing frames to help with structure of writing tasks supported with key subject vocabulary, especially in subjects which use complex language and ideas such as Geography, Science, RS, etc.
- Provide tables/flow charts/timelines on which the student can record information in an organised form
- When asking questions allow time for the student to choose the right linguistic structures to express themselves - return to the student when he has had the chance to

construct and practise the answer - discreetly rephrase grammatical errors as part of your response to him

- Encourage pupils to model language by repeating instructions for a partner to follow – particularly in Science investigations
- Always provide written/simplified instructions in addition to verbal instructions
- Encourage students to start to plan and draft their ideas in English
- Continue to use of an indexed glossary book in which key subject words and phrases can be entered
- Provide suitable exemplars

### **Stage 3**

At this stage, students will appear to be native English speakers on the surface and most will have been born in the UK. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Reading/decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently with ease. Students will need support to read for deeper/underlying meaning and to understand texts in which grammatical structures are particularly complex. There may be a significant difference between a student's oral performance in class and their written work. Often, written work will be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features.

#### **Strategies:**

- Highlight, read and discuss areas of text that have difficult grammatical structures, deeper meaning
- Use a buddy with good language ability to discuss the text
- Use plenty of visual material – charts, diagrams, semantic webs, DVDs
- Provide listening books
- Use more sophisticated writing frames to support written work
- Give a list of the technical vocabulary and specific language features required for any specific topic
- Provide an exemplar as a written model
- Ask the student to read and highlight key points in text for note making.

### **Stage 4**

Stage 4 students are very confident speakers, readers and writers of English and for the most part, no longer qualify for EAL support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and idioms. e.g. "pull your socks up!" and may not understand cultural references. In addition there may be some residual issues with writing.

#### **Strategies**

- Develop awareness of inference and nuances
- Refer to and discuss cultural references.