ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY
Preparatory School

Introduction

In the Preparatory School, all pupils are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing. All pupils are encouraged to aim for the highest possible standards, and staff take account of each their individual needs and experiences.

A number of pupils have particular requirements with regard to learning and assessment, and this may be linked to their progress in learning English as an additional language.

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

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

Aims and objectives

Underlying the curriculum is the entitlement of all pupils to access 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 the Preparatory School.

The aim of this policy is therefore to help to ensure that we meet the needs of those pupils who are learning English as an additional language.

EAL Provision

The School gathers and records information about the languages used in pupils' homes. Many of these pupils, however, will need no extra specialist support. If any pupils, including those for whom English is an additional language, experience language-based difficulties, this will be reported by class teachers, the pupils or parents to the Head of Preparatory School and the Preparatory Learning Support Coordinators (LSC). EAL provision is regularly reviewed by the LSC and the English subject leaders.

In the Preparatory School, teachers use various methods to help pupils who are learning English as an additional language.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings.
- encouraging use of dictionary and thesaurus.
- covering not just key words, but also metaphors and idioms.

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- explaining how spoken and written English have different usages for different purposes.
- providing them with a range of reading materials, to exemplify the different ways in which English is used.
- giving them appropriate opportunities for talking, and using talking to support writing.
- encouraging them to relate one language to another.
- immersing them in a language rich environment.

Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages.
- If necessary, providing language support to enable access to assessment materials.

Teaching Strategies include:

- 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, e.g. 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, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Further support from teaching assistants and Preparatory School LSC where necessary.

EAL and inclusion

In the Preparatory School, each pupil is valued as a unique individual. Staff take all reasonable steps to provide learning opportunities that enable pupils to make good progress, striving to meet all individual needs, and to ensure that all statutory requirements related to inclusion are met.

Pupils with English as an additional language do not produce separate work. The teaching assistants work as directed by the class teachers to offer language support to pupils with English as an additional language.

Foundation Stage provide opportunities for pupils to develop their English, and provide support to help pupils take part in activities.

EYFS helps pupils 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.
- providing bilingual support when deemed necessary and reasonably feasible.

Assessment for learning

A range of assessments are used to measure the English language competence of EAL pupils, with attainment and progress recorded according to agreed school procedures.

In the Mathematics tasks, we help EAL pupils by explaining English words or phrases in preparation for assessments.

Monitoring and review

The implementation of this policy will be monitored by the Head of the Preparatory School and the Learning Support Coordinator. The policy will be reviewed according to the School's policy review cycle.

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