



ST MARY'S SCHOOL HAMPSTEAD

EAL POLICY

September 2019

Reviewed September 2019
Next Review Date: September 2020

MISSION STATEMENT

St Mary's School seeks to provide an education firmly founded on Christ and the Catholic Faith.

Spiritual and moral principles are nurtured in a way that is reflected in daily life.

Within a happy and caring environment and based on the recognition of the dignity and worth of each child, high standards are expected. Intellectual development is emphasised and fostered along with the pursuit of academic excellence.

St Mary's values the unique contribution of every child within the school community.

St Mary's aims to encourage an active partnership between home, school, parish and the wider community.

English as an Additional Language (EAL) Policy

1 Introduction

- 1.1** In our school all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. 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** Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is 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.

2 Aims and objectives

- 2.1** Underlying the National 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 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 Race Relations Act (1976).

3 Teaching and learning style

3.1 In our school (see also 4.4 re Early Years Foundation Stage) teachers use various methods to help children who are learning English as an additional language:

3.1.1 developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- 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;

3.1.2 ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

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. All children in our school follow the requirements of the Early Years Foundation Stage Framework, National Curriculum and the Independent School Syllabi. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. 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. We do this by:

- planning for pupil's language development through individual and whole class planning;
- making connections with pupils' experiences and building on existing knowledge;
- providing opportunities for pre-teaching vocabulary and new skills;
- building in opportunities for group work and collaborative work so the pupil may participate (e.g. talk partners that enable learners to participate in speaking),
- using role play, artefacts, props and visual organisers where appropriate to support children's developing language;
- providing a wide range of strategies including lots of speaking and listening opportunities;
- using speaking, reading and writing frames to structure children's use of language;
- using ICT to support learning;
- maintaining regular contact with home and wherever possible encourage parental support;
- monitoring social progress – making sure the pupil is involved in extra-curricular activities, clubs, school trips etc.
- maximising opportunities to develop social and personal confidence;
- ensuring home languages are valued and used;
- when teaching the core and the foundation subjects we use appropriate EAL teaching methods and approaches, including CLIL (Content and Language Integrated Learning) to support

simultaneously the language acquisition required for school learning and the learning of the subject content;

- we strive to provide EAL pupils with all the necessary tools to develop their learning independence and language competency necessary to access the curriculum content.

4.2 We do not withdraw children from lessons to receive EAL support unless they are unable to access the curriculum or engage productively in school life without it. From when they first arrive at St Mary's and for the rest of their education at the school, children who are learning English as an additional language are fully immersed into the classroom, learning alongside their peers. We believe learning a second language is best done in context thus ensuring motivation. Children who are withdrawn for support sessions work on an individual basis with a supporting teacher, Early Years Practitioner (EYP) or teaching assistant or in small groups. This support follows the curriculum of the classroom in line with the class teacher's planning and classroom practice whilst support the EAL pupil's language development. Sometimes the member of staff supporting EAL pupils will work 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.

4.4 The Early Years Foundation Stage helps 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;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

5 Assessment for learning

5.1 Our school uses the NASSEA EAL steps to measure English language competence for 'New to English' children. These children are targeted on a half termly basis.

5.2 We carry out ongoing recording of attainment and progress in line with agreed school procedures for EAL children not 'New to English', monitoring the progress made at least half termly, then highlighting children in need of targeting for focused support.

5.3 The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

5.4. In the mathematics tasks and test at Key Stage 1, when possible we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

5.5 For the internal written science and mathematics tests at Key Stage 2, we provide verbal translations of words or phrases in the test papers which we think are likely to prove difficult for children in their first year in the English school system. For the mental arithmetic test at Key Stage 2 we can provide a verbal translation of the test to children who have limited English and who joined the school after 1st September in the year preceding the tests.

5.6 Supporting teachers and other qualified staff help children during the Key Stage 1 and Key Stage 2 assessment period.

6. EAL Procedures & Data Collection

6.1. When a new EAL child arrives, the Admissions Secretary completes the Initial Entry Form with the parents and passes the information to the EAL Co-ordinator/Teacher/Assistant.

6.2. The EAL Co-ordinator/Teacher/Assistant with the class teacher will identify a stage/level for EAL pupil/s using the NASSEA Steps 1 to 7. Needs and areas for support will be identified on Individual Pupil EAL Plans. National Curriculum levels will be applied alongside NASSEA EAL STEPS.

6.3 Detailed assessments of children's English acquisition are used to inform planning and provision. These take the form of assessing children's receptive English and their progress along the NASSEA steps 1 – 7, covering Speaking, Listening, Reading and Writing.

6.4 The EAL Teaching Staff will provide pre-vocabulary tutoring and grammar support and advice for identified children in each year group. The EAL Co-ordinator/Teacher/Assistant, together with the class teacher will co-ordinate pupils to ensure that appropriate support is given.

6.5 Parents who agree to individual help are asked to complete an authorisation form and agree to pay the optional fee in accordance with the school's terms and conditions.