



ALTRINCHAM PREPARATORY SCHOOL

English as an Additional Language (EAL) Policy

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This policy applies to Altrincham Preparatory School, including the EYFS. It is available to current and prospective parents upon request and is published on the School's website.

Introduction

At Altrincham Preparatory School we celebrate the fact that many of our boys 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 (EAL) 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.

Definition

In defining EAL we have adopted the following definition:

***'A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.'* DfE 2016.**

EAL pupils may be:

Newly arrived from a foreign country and school;

Newly arrived from a foreign country, but an English-speaking school;

Born abroad, but moved to the UK at some point before starting school; or

Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

Aims of the policy

- To welcome, value and celebrate the cultural, linguistic and learning experiences that pupils with EAL bring to the school;
- To involve the whole school in ensuring that pupils with EAL are fully supported and are able to take part in activities;
- To give all pupils the opportunity to overcome any barriers to learning and assessment (in line with the requirements of the Race Relations Act 1976);
- To help pupils with EAL become confident and skilled in listening, speaking, reading and writing in English;
- To encourage and enable parental support in their child's learning and to ensure that all families feel included within the school community.

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.
- 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:

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

All children with EAL are identified on entry and their language development is closely monitored. We use the Bell Foundation assessment descriptors as means of assessing boys upon entry. These rating scales allow the EAL Co-ordinator to assess boys upon entry and produces a baseline level of proficiency across the four key skills (reading, listening, speaking and writing). See Appendix 1 (EAL Definitions of Development).

An annual EAL register is produced and shared with all teaching staff. Parents are also given the opportunity to regularly update the language information regarding their child(ren).

Pupils will learn alongside their peers in the classroom, thus providing an integrated language, content and cultural environment, aimed at motivating and meeting the distinctive needs of EAL learners. It may still also be necessary to withdraw pupils from the mainstream class to work on specific targets that will be linked to class or subject work.

Following each whole-school cycle of standardised assessments, the EAL Co-ordinator will meet with the Deputy Head to track and analyse the progress of EAL learners.

EAL pupils' test results are compared as a cohort, with the cohort as a whole, as part of formal feedback on test results and targets are set for progress.

Approach of our teachers

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential. The EAL Co-ordinator and Deputy Headteacher are responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work. Responsibilities include:

- Liaising with the teaching staff to identify and support pupils learning EAL.
- Support teaching staff in assessing the pupil's level of language where necessary on arrival.
- Managing and auditing resources to ensure effectiveness for class work.
- Monitoring the progress of pupils learning EAL in all aspects of Literacy including speaking and listening, reading and writing; as well as Mathematics.

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.
- Ensuring consideration and sensitivity is given to the appropriateness of assessing EAL pupils at the earlier stages of English acquisition.
- Personalisation of learning to meet an Individual A and B Pupil's Needs (see Appendix 1)

Our teachers monitor progress by:

- Setting targets for EAL pupils that are appropriate and challenging, which are reviewed with the EAL Co-ordinator 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.
- Reviewing and updating personalised provision maps for those that need them.

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 More Able and Talented (MAT) 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 MAT, 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, translators and interpreters, where appropriate and available, to ensure excellent 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.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Appendix 1

EAL Definitions of Development: (According to the Bell Assessment).

New to English [Code A]: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support

Early acquisition [Code B]: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

Developing competence [Code C]: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

Competent [Code D]: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional

evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

Fluent [Code E]: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.