



# Chesham Preparatory School

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Note: This policy applies to the Early Years Foundation Stage as well as to the whole school.

### Introduction

Chesham Preparatory School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This policy is a statement of the aims, principles and strategies for the teaching and learning of English as an Additional Language (EAL) at the School. This policy is the formal statement of intent for EAL and its implementation is the responsibility of all staff.

Under the “Every Child Matters” (ECM) framework, the School strives to ensure that all children attending the School are (i) healthy; (ii) stay safe; (iii) enjoy and achieve; (iv) make a positive contribution; and (v) achieve economic wellbeing.

This policy is focussed on ensuring that children “enjoy and achieve” and “make a positive contribution” in accordance with obligations under the ECM framework, and sets out the procedures which the School needs to be aware of in order to safeguard and promote the welfare and wellbeing of all children. This document was developed through a process of consultation with all relevant staff and is reviewed annually.

### What is EAL?

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language – it is for pupils spending a short time in Britain, and for those who have settled here permanently.

EAL is the study of English by students who already speak at least one other language or who come from a home in which a language other than English is used. Learning and communicating in our society is dependent on competence in English.

We identify any EAL pupils in the school registration process.

### Aims and principles

The aims of teaching EAL are:

- To enable children to access the national curriculum in order to develop the knowledge, understanding, skills and attitudes which are necessary for their self-fulfilment and development.
- To promote the principles of fairness and justice for all through the education that we provide.
- To meet the full range of 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.

To achieve these aims, it is important that all students study a broad and balanced curriculum which provides opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning.

### **Strategies for the teaching of EAL; teaching and learning style**

Teachers take action to help children who are learning English as an additional language by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- 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.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Where possible and appropriate, providing examples of a variety of writing in the children's home language as well as in English.

### **Modes of working**

All EAL pupils are entitled to a broad, balanced and relevant curriculum whatever their ability. We aim to fully include EAL pupils, as all pupils benefit from watching and listening to other children demonstrating and explaining their methods.

We provide learning opportunities that are matched to the needs of children with EAL. Teachers will include all pupils through differentiation. Teachers provide individual support to children with EAL, either before or after the main lesson if necessary.

In addition to differentiation within the class, we provide additional learning support to EAL children, as deemed necessary. This support is given depending on each individual need and depends on the child's level of competence in English. This support may be individual or small group work, and may take place once, twice or several times weekly. Sessions concentrate on conversation and building the child's confidence. A variety of literacy resources are used to increase vocabulary and improve communication skills. The aim is for the EAL child to feel that the support is available whilst they need it, but to encourage them to take a full part in school life and become a confident and happy member of the School. Early morning discussion/conversation groups will be provided as necessary.

### **Excellence/success criteria for this policy**

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve their potential.
- Staff feel confident in supporting the needs of EAL pupils.
- Parents are happy to approach the School.
- The School environment reflects the multi-cultural nature of the pupil population.

### **The role of the EAL Co-ordinator**

The EAL Co-ordinator's role includes:

- Encouraging and supporting colleagues.
- Maintaining continuity and progression between Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3.
- Monitoring the standards of children's work, planning and the quality of teaching children who have EAL.

- Implementing effective programmes for EAL learners to develop their English language competency for learning across the curriculum and full participation in the wider community.
- Keeping informed about current developments in EAL and passing on information to other colleagues.
- Attending suitable INSETs when available.

### **Assessment, planning and reporting of EAL**

Assessment as an integral part of the teaching and learning process at the School and we endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the children, observing children working and marking their work. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Teachers will use these assessments to plan further work throughout the curriculum.

Through assessment we aim to:

- Offer all pupils the chance to show what they know, understand and can do.
- Help pupils to understand what they can do and what they need to develop by involving pupils in their own learning through target setting.
- Enable teachers to plan more effectively and to reflect the needs of the children.
- Relate to shared learning objectives in order to achieve consistent standards in the curriculum.
- Provide information in order to evaluate our work and raise standards.

With all assessment of an EAL child, the child's needs and abilities are considered and a judgement made as to whether the assessment is appropriate for the particular child at that time.

Reporting to parents is undertaken formally through twice yearly written reports and parent consultation evenings. Regular progress reports can also be given to parents of EAL children at informal meetings.

### **Resources**

- Dual language books
- Multi-lingual signs and posters
- Displays of languages
- IT programmes
- Language and vocabulary games

### **Health and safety implications**

Health and safety implications include:

- Use of equipment, apparatus and techniques in accordance with health and safety requirements.
- Appropriate storage of equipment and apparatus.
- Helping the children to be responsible for personal health requirements.
- Ensuring staff and pupils are familiar with emergency routines.

**Policy reviewed: September 2019**

**Next review: September 2020**

**Person responsible: The Headmaster**