TOWN CLOSE SCHOOL

NORWICH'S FINEST PREP SCHOOL · FOR GIRLS & BOYS · 3-13 YEARS

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY v2.5

This policy applies to all pupils in the School, including those in the Early Years Foundation Stage (EYFS).

Introduction:

All children at Town Close School, regardless of age and ability, should be provided with the necessary support to access all areas of the school curriculum. This includes children for whom English is not their mother tongue, and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school. Throughout this policy, these pupils are referred to as "EAL pupils". These EAL pupils are encouraged to integrate as fully as possible within the school community. It is desirable that they leave Town Close School not only with enhanced English language skills and wider vocabularies, but also a greater appreciation of English life and customs and some familiarity of the British Isles.

Our EAL pupils tend to come from a range of ethnic groups, are from a range of backgrounds and generally have different linguistic backgrounds. A few of our EAL pupils arrive in school having had little or no exposure to English language and culture.

All children who enter Town Close School in the Prep department are assessed prior to entry into the school, and this includes children for whom English is an additional language. Assessment takes the form of a reading test and a reasoning test. This initial assessment is further supported by a taster day, which helps to ascertain their level of fluency and pronunciation in English.

Aims:

- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- To meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

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Objectives – School:

- To ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our EAL pupils can attain appropriately to their abilities.
- To seek and make use of advice, guidance, support and training.
- To monitor the progress of our EAL pupils' acquisition of English, of their general achievement and of their attainment in examinations.

Objectives – Pupils:

- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

Underlying principles:

Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.

- EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning styles and needs.
- Well planned, classroom-based lessons in appropriately organised class groups provide the best environment for acquisition of English by EAL pupils.
- The multilingualism of our EAL pupils enriches our school community.
- To become fully competent in the use of curriculum/academic English is a long process; pupils may require long-term support. Depending on their age at the time of admission, some pupils may receive more support than others, for example, children who enter the school in Year 7 or 8 will need more support to access the academic nature of the lessons, in comparison to children in the nursery or in the junior section of the school.
- Having a home language other than English is not a 'learning difficulty' and EAL children are not automatically placed on the SEND lists. They are only taught as part of Learning Support if they need help to access the academic curriculum compared to their peers, or if they also have Special Educational Needs/Disabilities.

Roles and Responsibilities:

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

There is a designated EAL Co-ordinator, who is also the Head of Learning Support. This person is responsible for coordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into classes and have full access to the curriculum.
- Supporting staff to ensure they are able to meet the needs of EAL children.
- Maintaining an EAL register.

Admitting new pupils:

We follow the school's normal admission procedures (Please refer to the Admissions policy) and also try and collect and record the following additional information, if possible:

Country of birth
Pupil's first language
Other languages spoken at home/by the pupil
Pupil's level of literacy in these languages
Links with pupils already in the school
Pupil's educational background

Parents are given a tour of the school and children are invited for a taster day. Information is provided to parents. Care is taken to ensure staff members know how to pronounce names appropriately.

Placement in Teaching Groups/Classes:

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. It is vital that EAL pupils:

- Have access to the whole curriculum
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers to provide good language models
- Have access to visuals and IT to support their learning (including for translation purposes).

Teaching and Learning:

We will:

- Plan for and provide appropriate stimuli for language development, sometimes with EAL support.

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- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues.
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Be aware that an EAL pupil's social language (normally acquired in about 2 years) may be much more advanced than their academic language (which can take up to 7-10 years to reach native speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role-models for social interaction in learning.
- When necessary, provide spoken and written scaffolds for pupils, e.g. writing frames, picture cards, access to Google translate.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness, etc) genre features and characteristics (stories, reports, etc).
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils' learning.
- Celebrate native languages and cultures through displays, events and sharing home news.

Support:

Pupils who have English as an additional language may be assessed by the Learning Support Department to ascertain the level of support they will need during the school day. Within Learning Support, pupils have access to reading and spelling support, vocabulary extension tasks, support for them within their curriculum lessons, and, if necessary, 1:1 sessions each week. Specific advice for members of staff is provided as and when needed and requested.

Reviewed October 2022

Next review October 2023