



# EAL Policy

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## St Faith's Prep School EAL Policy

At St Faith's Prep we recognise that all children have individual needs, which puts personalised learning at the heart of our teaching. On entry to the school we gather information from parents about:

- pupil's linguistic background
- pupil's previous educational experience and attainment
- pupil's family and biographical background

An EAL pupil is one whose first language is not English. This also encompasses pupils who experience other languages from close family members such as grandparents and are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but in an English speaking school
- Born abroad, but moved to England at some point before starting school
- Born in the UK, but into a family where the main language is not English

All pupils will need varying levels of provision.

### Recognition

1. Here at St Faiths Prep we welcome those of different faiths and cultures. Pupils are actively taught to appreciate and celebrate this through new places, traditions, foods, languages, art and other cultural aspects. They come to understand that they belong to a rich national, continental and global heritage that offers them many opportunities for now and for the future. (Refer to MFL Policy) Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. Spoken and written English is best learnt this way and EAL pupils should be encouraged to play a full part in class activities. Teachers ensure that vocabulary work is technical and of everyday use, however there may be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.
2. Learners of EAL make the best progress within a whole school context, with their peers. If, however, a child is not making the expected progress then SEN coordinator and parents may be informed to discuss or investigate their learning. They may be withdrawn from whole class teaching, to a small intervention session to maximise learning from time to time. If more significant indications arise from this, then the SEN coordinator will become more involved and possibly implement Wave 1 and Wave 2 strategies to support them.
3. The school environment should promote language development, visually and verbally. EAL pupils are given appropriate opportunities for talking, and using talk to support writing. They are encouraged to relate one language to another. (Refer to MFL Policy where we value children with EAL by introducing them to the rest of the school and celebrating their language, differences of culture, geography etc).
4. School structures and overall ethos should help EAL pupils integrate and thrive in a Western culture which may be foreign to them, and also they must feel appreciated for their own cultural uniqueness.
5. Bilingualism and multiculturalism are assets that should be supported and celebrated. Including welcoming families into our activities to reinforce our teaching at home if required.

### EAL in EYFS

This policy also applies to Sandcastles Nursery including 'early,' 'late' and 'wrap around care'.

### LANGUAGE LEARNING

In the St Faith's Prep EYFS we recognise the fact that a child may enter our setting who is already developing one or more languages and is now learning English as an additional language. We always allow these children extra space and time, patience and support. We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem.

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We recognise and reassure parents that their children will benefit if they use, maintain and develop their 'home' language and we encourage them to spend time in this interaction with their child.

We invite parents to share their home language and cultural background with staff and other children in the Nursery through visits and participation in activities. Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into Nursery.

### **SOCIAL SKILLS development in EYFS**

Children who share the same home language are encouraged and enabled to spend time together in the Nursery to communicate.

Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children and to enable them to fully access the inclusive language environment. Staff also ensure that they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity.

### **Teaching Strategies to aid EAL Pupils**

1. Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
2. Key language features of each curriculum area e.g. key vocabulary, use of language, forms of text are identified.
3. Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, drama and role play. PSHE is effective in this also.
4. Additional visual support is provided; posters, pictures, symbols, photos, and objects
5. Additional verbal support is provided e.g. Repetition, modelling, peer help
6. Use is made of collaborative activities with purposeful talk and active participation e.g. assemblies, plays, outings to museums, choir, LAMDA etc.
7. Where possible learning progression moves from the concrete to the abstract.
8. Discussion during and after reading and writing activities.
9. ICT is a valuable tool in assisting learning (See ICT policy)
10. All members of staff, (teaching, pastoral, administrative and kitchen), play a crucial role in modelling uses of language

### **SEN and Differentiation**

EAL pupils are not children with a SEN. Our school recognises EAL pupils needing support with their English do not have SEN needs, but 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.

Some EAL pupils may have SEN and in such cases they will have equal access to school SEN provision, in addition to EAL support. They will be identified as part of normal assessment procedures as outlined in our school SEN policy.

EAL pupils considered to be 'more able' or to have an individual talent will be identified as part of normal assessment procedures as outlined in our school More Able Pupil Policy.

Targets for EAL pupils in lesson planning are appropriate, challenging and reviewed regularly.

### **EAL Assessment and Monitoring**

Staff have regular liaison time to discuss pupil progress, needs and targets.

Progress in the acquisition of English is regularly assessed and monitored (within other subjects too) through observation, tests, reading, writing and speaking. Competence in English may be categorised as:

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- ✚ LEVEL 1- silent period/beginner learner
- ✚ LEVEL 2- basic interpersonal communication skills BICS
- ✚ LEVEL 3- socially competent and starting to communicate more efficiently in academic setting
- ✚ LEVEL 4- satisfactory levels of English, but language may still be a barrier to achievement in some curriculum areas.
- ✚ LEVEL 5 - cognitive academic language proficiency (CALP), level of English no barrier to achievement.

In all subject areas, work is assessed with sensitivity to the pupil's understanding of English, even involving the pupil's feelings and parents' input.

Reports are written according to the general reporting procedures of the school.

It is the responsibility of the class teacher and EAL coordinator (maybe with the support of the Head of Learning Enhancement) to maintain up to date records of EAL pupils whilst they are in the school.

Members of Staff supporting for EAL pupils:

- ✚ Form teacher
- ✚ English teacher
- ✚ MFL teacher
- ✚ EAL/SEN coordinators and Head of Learning Enhancement in conjunction with the Headmaster