



EAL Policy September 2016
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Reviewed by SENCO annually

Definition

This policy is concerned with bilingual learners who have a home language (definition: the first language spoken at home) other than English and who are in the process of learning to use English as an additional language for educational purposes. Students identified as EAL remain on the EAL register throughout their time at Kew House School.

Statement of Aims

Kew House School is committed to making appropriate provision for the teaching and learning and the overall well-being/pastoral care of students for whom English is an additional language. We will identify individual students' needs, recognise the skills they bring to school and ensure equality of access to the curriculum and co-curricular activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL students. Having a home language other than English is not considered a learning difficulty, but we recognise that that a pupil who has EAL may also have LDD/SEN needs. Lack of English does not equate to a lack of knowledge, skills or understanding.

We aim to ensure that all EAL students are able to:

- use English confidently and competently
- use English as a means to learning across the curriculum
- where appropriate, make use of their knowledge of other languages

Admissions Policy

Kew House School is an independent, co- educational senior school. EAL applicants are subject to the same admissions procedures as other applicants. (Refer to Admissions Policy)

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and need to be explored.
- Teachers play a crucial role in modeling correct uses of language.
- Additional support is best seen as an integral part of the curriculum and lesson planning.
- A distinction is made between EAL and SEN.
- Language is central to our identity. Therefore teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.
- All languages, dialects, accents and cultures are valued, however we aim to teach standard English.

Identification

EAL is usually identified during the admission process. If at a later date a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL they will liaise with the Head Sections and discuss appropriate strategies. The class teacher will liaise with the parents, involving them in the decision making process where appropriate. All relevant staff will be informed.

Teaching and Learning

Teachers will share planning with support staff. Plans should demonstrate differentiated opportunities matched to the individual EAL students' needs. Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that students are able to participate in lessons. Teachers should review grouping arrangements to ensure that EAL learners have access to strong English language peer models. Teachers should be aware of several factors:

- Our school culture and environment for example teaching; learning; procedures; routines and practices) may differ from the school culture that our E.A.L. students are familiar with.
- An E.A.L. pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).

Strategies

To ensure access to the curriculum and improve students' English language abilities, teachers may use strategies such as:

- Collaborative group work
- Enhanced opportunities for speaking and listening.
- Providing effective role models for speaking, listening, reading and social interaction in learning activities.
- Additional visual support, e.g. posters, non-verbal cues, demonstrations etc.
- Additional verbal support, e.g. alternative phrasing, peer support and repetition.
- Bilingual resources, e.g. on-line support, key word lists, dual language books.
- Opportunities for role-play
- Planning for and providing appropriate stimuli for language development.
- Encouraging E.A.L. students to use English by generating opportunities for active participation in lessons.
- Considering our own language use and providing suitable contextual clues for E.A.L. students.
- Teaching topic/subject relevant vocabulary where appropriate and providing curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- When necessary, providing spoken and written, curriculum-specific, language models for E.A.L. students e.g. writing frames.
- Providing a secure, but intellectually challenging learning environment.
- Supporting language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promoting language and study skills and attitudes that enable E.A.L. students to become independent learners.
- Encouraging parents/carers participation in E.A.L. students' learning.
- Where possible, and when appropriate, learning moves from concrete to abstract

Planning, Monitoring and Evaluating.

The class teachers are aware of their EAL students and are required to inform all staff who teach/care for the pupil so that they are able to implement strategies where necessary and teach appropriately.

Factual Information is gathered about:

- The students date of entry
- The students' linguistic background and competence in other languages
- The students' previous educational and schooling experience
- The family and biographical background.

Staff regularly observe, assess, record and evaluate information about the students' developing use of language. Differentiated learning opportunities are provided, however the pupil will be integrated as fully as possible and on the whole their needs should be met within the classroom. When a child arrives at the school with little or no English, the school can arrange individual sessions with a private specialist tutor.

Learning Difficulties & Disabilities and Special Educational Needs and Gifted and Talented Students.

The school recognises that students needing EAL support may not have LDD/SEN needs. However, should LDD/SEN needs be identified during assessment, EAL students will have equal access to LDD/SEN provision. Equally the school acknowledges that there may be EAL students who are gifted or talented even though they may not be fully fluent in English, in which case appropriate support will be provided. Staff should also recognize that some students may be fluent in English and may function effectively in this language without additional support or consideration.

Resources.

Displays and resources should reflect linguistic and cultural diversity. Resources for reading and writing are monitored for cultural accessibility. A range of resources is used to support students' linguistic development, e.g. games, visual materials, differentiated worksheets, key words lists, bilingual dictionaries, taped materials, computer software, etc.

Parents/Carers and the Wider Community.

We provide a welcoming admissions process for the induction of new students and their families/carers. We respect the linguistic, cultural and religious backgrounds of our parents/carers. Where appropriate we will work closely with members of the wider community to support our EAL students.

Staff Development.

Staff will be able to undertake professional development to ensure that provision for EAL students is appropriately delivered.

Conclusion.

The provision for EAL is constantly being reviewed and developed. It is hoped that by raising our awareness of the individual needs of the EAL students we can establish priorities and provide clear procedures and therefore allow them a very effective education.

Appendices:

1. EAL Stages and Support Strategies for Developing Bilinguals
2. Assessment Procedures and Graded Response System

Appendix 1

EAL Stages and Support Strategies for Developing Bilinguals

Note: Teachers should consult with the Learning Support Department if they need assistance with implementing the strategies suggested below.

Stage 1 – Beginners/Post-Beginners

Beginners of English often go through what is called a 'silent period'. At this stage they are lacking in confidence and do not produce much English, but they are absorbing and learning all the time. This period can last up to 6 months. Tasks will need to be differentiated so that their understanding can be assessed rather than their level of English.

Strategies:

- Students must be included in lessons and activities as much as possible
- They must be given the opportunity to be active listeners and to follow examples from peers
- Provide annotated diagrams
- Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e.g. diagrams, pictures, objects, DVDs etc.)
- Write homework instructions on the board and at the same time give them verbally.
- To measure understanding, allow them to choose an answer or write a single word down
- Suggest students draft ideas and plans in their first language
- Encourage the use of an indexed glossary book where key words and phrases can be entered – with an example of use in context where appropriate

Stage 2

Students at this stage are confident speakers of English, although they may make grammatical mistakes, especially in unfamiliar contexts. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. In reading they will be able to decode reasonably well and will be beginning to acquire writing skills.

Strategies:

(Note: whilst there is an expectation that students will not enter the School at Stage 1, some of the strategies described may be relevant to Stage 2.)

- Students may need support with reading and fully understanding a text – provide word lists, summaries, abridged versions, listening books
- Use plenty of visuals: charts, diagrams, semantic webs, DVDs, etc.
- Use writing frames to help with structure of writing tasks supported with key subject vocabulary, especially in subjects which use complex language and ideas such as Geography
- Provide tables/flow charts/timelines on which the student can record information in an organised form
- When asking questions allow time for the student to choose the right linguistic structures to express themselves - return to the student when he has had the chance to construct and practise the answer - discreetly rephrase grammatical errors as part of your response to him/her
- Encourage students to model language by repeating instructions for a partner to follow – particularly in Science investigations
- Always provide written/simplified instructions in addition to verbal instructions
- Encourage students to start to plan and draft their ideas in English
- Continue to use of an indexed glossary book in which key subject words and phrases can be entered
- Provide suitable exemplars

Stage 3

At this stage, students will appear to be native English speakers on the surface and most will have been born in the UK. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Reading/decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently with ease. Students will need support to read for deeper/underlying meaning and to understand texts in which grammatical structures are particularly complex. There may be a significant difference between a pupil's oral performance in class and their written work. Often, written work will be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features.

Strategies:

- Highlight, read and discuss areas of text that have difficult grammatical structures, deeper meaning
- Use a buddy with good language ability to discuss the text
- Use plenty of visual material – charts, diagrams, semantic webs, DVDs
- Provide listening books to follow English Literature Texts
- Use more sophisticated writing frames to support written work
- Give a list of the technical vocabulary and specific language features required for any specific topic
- Provide an exemplar as a written model
- Encourage the use of computers for written work to make redrafting/correcting work easier
- Ask the pupil to read and highlight key points in text for note making.

Stage 4

Stage 4 students are very confident speakers, readers and writers of English and for the most part, no longer qualify for EAL support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and sayings (also known as 'nuances', e.g. "pull your socks up!") and may not understand cultural references. In addition there may be some residual issues with writing.

Strategies

- Develop awareness of inference and nuances
- Refer to and discuss cultural references.

Appendix 2

Assessment Procedure and Graded Response System

Targets and strategies are set by the Head of Section in conjunction with the Learning Support Department & Class Teacher in order to meet the differentiation needs of the child in the classroom - this is called the 'EAL Programme'.

- Progress towards established targets is measured formally at the end of every half term by subject teachers.
- A 'Teacher Questionnaire' is issued on a termly basis to acquire additional information.
- The Head of SEN is responsible for monitoring, evaluating and resetting targets for a pupil in conjunction with the Learning Support Department
- If insufficient progress is being made boys are offered tuition with a suitably qualified teacher.
- Students can be withdrawn from the normal academic timetable
- Once a suitable standard of English has been met through withdrawal lessons a pupil may/may not continue with a differentiated programme in the classroom (EAL Programme) depending upon on the circumstances.

Progress is monitored and the expectation is that students will be assessed in line with