

PLYMOUTH COLLEGE PREPARATORY SCHOOL



English as an Additional Language Policy Including Early Years Foundation Stage

Introduction

In recognition of internationalism and to ensure equality of access across the curriculum, Plymouth College is committed to providing a quality education in English for all EAL pupils. EAL children are defined as those who have a first / home language other than English and who are in the process of learning and using English as an additional language.

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

- feel they are in a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate in the life of the school
- use English confidently and competently in a range of contexts
- use English as a means of learning across the curriculum.

Objectives

To ensure that all our EAL pupils are able to fully participate in the academic and social life of the school and gain access to appropriately planned and prepared curricular provision, including enhanced opportunities for speaking and listening.

To ensure that our EAL pupils attain curriculum levels and assessment grades appropriate to their abilities.

To monitor the progress of our EAL pupils' acquisition of English, their general achievement and their attainment in examinations, ensuring that they also have sufficient opportunities to learn and reach a good standard in English language.

To recognise the role played by the first or home language in the development of English. e.g. Arabic writing is read from right to left.

To develop opportunities for children to share some of their culture, identity and language with other children.

Key principles for Additional Language Acquisition in our school

EAL pupils:

- access to the whole curriculum including the EYFS framework
- some EAL lessons each week if appropriate
- are taught with their peers
- are placed in groups with fluent English speakers who will provide them with good language models
- are placed in the appropriate set i.e. with their intellectual/academic equals
- are part of the Learning Support Department, but not categorised as SEN or treated as a 'learning difficulty'.

Integration of new pupils into the school

All new parents and pupils meet with the Head Teacher, Deputy and the class teacher they will be joining. A taster day is encouraged to provide opportunities for the pupil and teacher to familiarise. This meeting includes a tour of the school and other classes in order to meet other pupils and class teachers.

- On joining the school, parents of all pupils will complete forms which gather data on languages spoken at home; details of previous schooling, in the UK and/or abroad; religious and cultural background in addition to other relevant data.
- The administration staff are available to support parents with the completion of these forms and provide a simple handbook on general school procedures.
- Teachers will advise the parents on the general routines and also assign new pupils a buddy who will support the child throughout the first week (longer if necessary). The buddy will ensure that the new pupil has a friend to play with at play time and direct them to the toilet, canteen, etc.
- All school staff, including class teachers, teaching assistants and mealtime supervisors will be made aware of the linguistic needs of new EAL pupils.
- Further support for pupils' language development is provided outside the formal curriculum in the form of assemblies, school clubs and community visitors.

Frequent communication with the parents by the admin staff, EAL co-ordinator and class teacher is crucial to successful provision.

Roles and Responsibilities

There is a collective responsibility held by all staff to identify and endeavour to remove barriers that may stand in the way of EAL pupils' learning and success. Mrs Raymond-Jones is the designated EAL co-ordinator at the Prep School.

As designated co-ordinator, this involves

- identifying new EAL pupils with the support of the staff team
- maintaining a register of EAL students
- responding to requests for information about EAL pupils
- bringing the presence and needs of EAL children to the attention of staff members
- ensuring that EAL pupils are integrated into their forms and have full access to the curriculum
- providing CPD programmes to develop staff's knowledge and skills

Mrs Bales is a teaching assistant with some responsibility for EAL students. Mrs de Jager, the specialist learning support teacher, also provides additional support if necessary.

Teaching and Learning

Regularly reviewed targets are set by the teacher with the aid of the Prep School Learning Support Department.

Class teachers are responsible for:

- producing effective planning that identifies the key role of all support staff

- allowing for collaborative group work
- providing frequent opportunities for speaking and listening
- organising effective role models of speaking, reading and writing
- providing additional verbal support e.g. repetition, alternative phrasing, peer support
- offering additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture etc.
- making use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- making writing frames available, appropriate to tasks
- timetabling opportunities for role play
- encouraging discussion before and during reading and writing activities, using home language where appropriate
- reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases.

Assessment for Learning

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide:

- where the learners are in their learning
- where they need to go
- how best to get there

A profile of their linguistic development is administered on the child's entry to the Prep School to enable further planning and target setting. This profile is reviewed regularly by the EAL co-ordinator with the appropriate staff and parents.

Early Years Curriculum

The EAL co-ordinator works closely with the Head of Early Years – Mrs K Wills – to support and monitor EAL pupils.

Plymouth College Preparatory School adheres to the Statutory Framework for the Early Years Foundation Stage, DfE March 2014 and notably paragraph 1.7:

For children whose home language is not English, providers must take reasonable steps to provide opportunities for the children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Transition to and Liaison with the Senior School

The Prep EAL coordinator meets with the Senior School Specialist teacher, Mrs Brockbank, on a regular basis to discuss and support new arrivals and existing pupils.

Special Educational Needs

The school recognises that most EAL students do not have SEN needs. However, should a specific learning difficulty be identified, EAL pupils will have access to the appropriate provision in line with the SEN policies.

Links to other policies

This policy should be read in conjunction with other school policies including: Learning Support policy, Assessment for Learning policy and Equal Opportunities policy.

Resources

The Learning Support department holds a growing number of EAL resources in the Learning Support room that are lent out to staff. On the intranet in 'Teachershare' - 'General Staff User'- 'Learning Support Dept.' practical guidance can be found to support the wide range of skills and activities for EAL pupils.

Holiday Club

Due care and respect must be given to all EAL children. The Holiday Club Managers from Premier Sport and Tinies are responsible for obtaining information about children attending for whom English is an additional language from the Plymouth College SENCO or parents if the child does not attend the Prep school.

Policy prepared and reviewed by:

Mrs Sally Raymond-Jones (Prep School EAL Co-ordinator)

Date: November 2016

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