



ST BERNARD'S PREPARATORY SCHOOL

**ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL) POLICY**

ADVENT 2018

St. Bernard's Preparatory School

English as an Additional Language (EAL)

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

INTRODUCTION

At St. Bernard's Preparatory School the teaching and learning, achievements, attitudes and well being of all our children are important. We encourage our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is not English. Some of our children have particular learning and assessment requirements, which are linked to their progress in English as an additional language.

Children who are learning English as an additional language have 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.

Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. We aim to develop pupils' knowledge and skills to enable them to:

- Use English to communicate with others confidently
- Use English as a means of learning across the curriculum

We will:

- Gather accurate information about children's backgrounds and educational experiences and share this with all members of staff
- Encourage and enable parental support in improving children's attainment
- Ensure that all children's languages cultures and identities are represented and reflected in their classrooms and the wider school
- Welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school.
- Implement school wide strategies to ensure that EAL students are supported in accessing the curriculum.
- Help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.
- Assess the skills and needs of students with EAL and provide for their needs.

- Equip teachers and support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- Monitor students' progress systematically and use the data for curriculum planning and the setting of targets
- Maintain students' self-esteem and confidence by acknowledging and giving status to their skills and their own languages.

This is in line with the school policy on inclusion and meets with the requirements of the Race Relations Act of 1979 and subsequent amendments.

Practice

- The names of pupils who have EAL will be placed on the EAL Register.
- Children who are bi/tri-lingual will have their names placed on the Bi/Tri-lingual Register.
- Parents will be asked to complete a form on entry to the school clarifying the main language, plus additional languages, spoken at home by the child.
- All staff will be informed at the earliest opportunity of pupils who they teach who have EAL.

Teaching and Learning

EAL teaching and learning takes place within normal lessons and within all subjects. It is primarily about teaching and learning language through the content of the whole curriculum.

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 English are structured for different purposes across a range of subjects;
- providing a range of reading material 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;
- provide opportunities for pupils with EAL to develop and use their home language in play and learning (where appropriate);
- personalising provision to ensure that all children with EAL reach a good standard in English Language.

Equal Opportunities

All staff must be aware of the needs of children with regard to race, political background, bilingualism and gender. This is in line with the school's Single Equalities Policy.

Curriculum Access

All children at St. Bernard's Preparatory School follow the curriculum requirements of the Foundation Stage and the National Curriculum. Pupils are identified for support by the class teachers. Pupils targeted for support will receive additional teaching support. Teaching will be in class or in small withdrawal groups. Access to the full curriculum and to assessment will be ensured by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators and readers;
- using home or first language where appropriate.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities. This is done by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of 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;
- providing a variety of writing in the children's home language as well as in English;

St Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- providing opportunities for children to hear their home language as well as English.

St Bernard's Preparatory School does not have staff trained in supporting pupils with EAL. However, where specialist EAL support is deemed necessary, advice is sought from the SENDCo. If necessary, parents could be asked to meet the costs associated with providing external, specialised support.

Assessment

It is important to ascertain a baseline, preferably within the first month.

All EAL pupils will be assessed if required, using the QCA English scales as shown in 'A Language in Common'. This will be done by the class teacher who will liaise with the SENDCo and Headteacher for additional guidance where necessary. A copy of the results will be forwarded to the SENDCo and Headteacher.

Other assessments could include the New Inside Out Quick Placement Test.

Our youngest children are assessed and monitored through the completion and submission of ITalk data to the LEA.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

Guidance is provided in the appropriate KS1 and KS2 assessment documentation.

Triggers for Concern - EAL and SEND

- Language acquisition progress below expected levels
- Unusually slow work rate compared to peers
- Little response to peer or teacher intervention
- Specific weakness in English language development e.g. poor verbal comprehension, limited vocabulary and use of expression
- Poor listening and attention skills
- Specific weakness in English literacy skills e.g. difficulties in reading, comprehension, or limited unaided writing
- Poor ability in first language
- Inability to acquire basic number concepts
- Parent expressing concern over pupil's school progress
- Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects
- Emotional and behavioural difficulties
- Very low baseline assessment

Response to Concerns

- Liaise with and inform parents
- Involve SENDCo/EAL Co-ordinator
- Consideration should be given to a First Language Assessment
- Accredited assessors details may be sought through the LEA.
- Liaise with the SENDCo regarding in class support

References:

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- *A Language in Common: Assessing English as an Additional Language*, National Curriculum 2000 QCDA
- National Association of Language Development in the Curriculum (www.naldic.org.uk)
- *Guidance on the Assessment of EAL Pupils who may have Special Educational Needs*, Milton Keynes Ethnic and Minority Achievement Support Service

Legal Status

- Prepared with regard to the Early Years Foundation Stage Framework
- Regulatory Requirement, Part 6, paragraph 24 (3)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations
- In line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001
- Equality Act 2010

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related policies:

Special Educational Needs and Disability (SEND), Safeguarding Portfolio, Curriculum, Teaching and Learning, Single Equalities

Available from:

This Policy is available to parents on the website www.stbernardsprep.org or a copy can be requested from the school office.

Monitoring and Review

The Governors will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____

Appendix 1: Languages spoken at St Bernard's Preparatory School

1. Urdu
2. Punjabi
3. Telugu
4. Ndebele
5. Marathi
6. Gujurati
7. Hindi
8. Bengali
9. Spanish

Appendix 2: Roles and Responsibilities

Headteacher

St Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

1. Whenever possible the Headteacher will inform the class teacher in advance of the arrival of an EAL pupil.
2. The class teacher will be supplied with basic background information about the pupil including:

Full name and pronunciation

- Address
- Date of birth
- Country of origin and first language(s)
- Other languages
- Religion
- Parents' names and extent of ability to speak English
- Names and classes of siblings in the school
- Extent of former schooling
- Literacy in first language
- Lunch arrangements

Class Teacher

When the child arrives:

- Introduce the child to his/her new class. Set up a 'buddy system' aimed at teaching the geography of the school and basic language. Give the newcomer and buddy a specific classroom task to do together. It may be necessary to change the buddy at times as the new role can be quite pressurised.
- Decide in advance where the child will sit and alert the rest of the group as to the arrival of a newcomer. Make sure that all equipment is ready for the child. Find out the child's first language.

The first days:

- Some teachers help a particularly shy child by keeping them with them, helping with practical tasks around the school or classroom for the first few days. This helps the child to learn where things are kept, to follow simple instructions and to acquire some basic vocabulary. These tasks may be assigned to a teaching assistant.
- Most children enjoy playing games and, with the help of a sympathetic child in your class, preferably one with some social status amongst his/her peers, you can arrange their inclusion during playtime games.
- Make sure that you know the child's lunchtime arrangements.
- Expect a silent listening period of a few weeks to a term. Keep talking to the child but don't press for a response.

Developing Good Practice

- Use P.E. lessons to teach instructional language, using demonstrations, repetition and praise. Label classroom furniture and apparatus with short statements and instructions. Single nouns should always include an article. Draw attention to these and change them occasionally. Avoid drawing attention to the newcomer when discussing these labels.
- Use visual props, games and audio/visual equipment as much as possible in your teaching. Show a visual timetable, using photographs of the children participating in the different curriculum activities. Make sure that the E.A.L. child sits at the front of the group, in close proximity to the Learning Support Assistant (L.S.A) who can quietly prompt and support.
- When planning, include strategies to help your E.A.L. children to ensure their inclusion. Share with your Teaching Assistant the key vocabulary for the lesson so that this can be introduced to the child prior to the lesson if possible. For individual work make sure of diagrams, labelling and cloze procedures with frequent repetition of key words and phrases. (Avoid equating E.A.L. with S.E.N.)
- Keep a record of the child's achievements, assessments and targets. Make sure that he/she is aware of the progress made and of your interest and approval.
- Older children may be able to read and write in their first language. Allow the child to demonstrate if he/she is willing. It will promote self esteem and engender the interest of the child's peers.
- Include in your planning information about the different cultures represented in the class.

SEND Co-ordinator/EAL Co-ordinator

- carries out assessment
- sets targets in liaison with the class teacher
- informs class teacher and teaching assistant of targets and appropriate strategies
- works with groups to offer support in learning activities
- compiles list of E.A.L. children and relevant information
- provides regular updates to Leadership Team
- monitors provision

Teaching Assistant

- helps to ensure the smooth induction of an E.A.L. child into the school
- discusses with the class teacher, prior to the lesson, the key English Language necessary to that lesson
- sits close to the child during teaching sessions to offer support and ensure inclusion in learning activities
- work with groups

Appendix 3: Individual Informal EAL Assessments KS1/KS2

1. Write own name and ask child to write their name. Check for:

- pencil control
 - write in English
 - initial letter only
 - 1st language script
2. Use different colour pens:
 - can child identify colour?
 - say colour – can child repeat?
 - Can child ask for specific colour to write with?
 3. Use a book
 - talk about the picture/things
 - can name/talk about things in home language/English
 4. Knowledge of alphabet
 - letter
 - sound
 - can write
 5. Knowledge of numbers 1-10
 - say
 - write
 - do simple sums
 6. Ask – do you have a friend?
Discuss what they like doing at school – favourite subject?
Discuss what they like doing at home.
 7. Listen to child read
 - Can discuss storyline
 8. Look at and discuss class work.

Appendix 3: Guidance on Developing Partnerships with Ethnic Minority Parents.

Communication

Experience has shown that face to face/one to one contact is the most effective way of engaging with all parents. Many parents will value the personal approach as it provides them with an opportunity to meet their child's teacher and pre-empts the need for reading letters – some parents will be unable to read and write English. Many parents will be unsure of coming into school and may feel daunted by the physical appearance of the building. Similarly, parents may have difficulty in reading signs and in being able to negotiate their way round the building. In the initial stages, therefore, families will feel more encouraged if school staff meet parents before and after school near reception to share news and explain forthcoming events e.g. school trips, open evenings, school fete etc.

Opportunities to develop parental contact

It is suggested that personal contact between teacher and parent be made as soon as possible so that a trusting and open relationship can be developed. Possible opportunities are:

- at point of enrolment
- fortnightly meetings (for the first few weeks) to share child's positive achievements
- discussion of homework
- after school clubs
- family literacy/numeracy groups
- open evenings/parent consultation meetings
- invitation to accompany child on school trip

Maintaining contact

It is important that the school enables the communication to take place visually as well as orally. Letters with visual clues are supportive and can act as a prompt to the child when explaining to parents the content of the letter. (It is really helpful if the teacher explains the contents of the letters going home.)

All parents want the best for their children and many families from ethnic minority groups hope that their children will have a better education than they experienced. However, many will be reluctant to make the first contact. It is important that we, as teachers, extend our welcome and go the extra distance to make it work.

Appendix 4: A Language in Common: Assessing English as an Additional Language (QCA)

The extended scale				
	Listening	Speaking	Reading	Writing
Step 1	Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.	Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.	Pupils participate in reading activities. They know that, in English, print is read from left to right and top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.	Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.
Step 2	Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.	Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.	Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.	Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
Level1 (NC) (Threshold) Step 3	With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.	Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level	Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.	Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
Level1 (NC) (Secure) Step 4	In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.	Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.	Pupils use their knowledge of letters, sound and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.	Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.