

KING HENRY VIII PREPARATORY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority.

High expectations of teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision.

Working together in an honest and respectful partnership is the way forward.

- Statement of Aims
- Context of School
- Key Principles for additional language acquisition
- Teaching and Learning
- Strategies
- Planning, Monitoring and Evaluation
- Special Educational Needs and Gifted and Talented pupils
- Assessment and Record Keeping
- Resources
- Parents/Carers and the Wider Community
- Staff Development and Whole Staff Responsibility
- Review and Evaluation of Policy

Statement of Aims

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

The school will identify individual pupil needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

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

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

The Context of the School

A wide variety of languages are spoken at this school, with the majority being from the Indian sub-continent. Approximately 15% of pupils have a home language in addition to English.

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, with attention both to initial access and to extension
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- Teachers have a crucial role in modelling uses of language
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the School's full curriculum
- A distinction is made between EAL and Special Educational Needs
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued.

TEACHING AND LEARNING

Planning and Differentiation:

Plans will identify the demands of the School's Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs. Where appropriate, teachers will plan activities for individuals or groups of children with EAL.

- Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, uses of language or forms of text
- Classroom activities should be carefully structured and focused
- Classroom activities should have clear learning objectives and appropriate support and resources should be deployed to ensure that pupils are able to participate in lessons
- Staff should review groupings and seating arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff should use some of the following support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc
- Bilingual resources, e.g. dictionaries, on-line support, bilingual pupils, texts, key word lists
- Writing frames.
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract where necessary
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.

Planning, Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background
-

The pupils' level of English is identified with reference to Stages of English as an Additional Language and with reference to the National Curriculum. This information is forwarded to the Ethnic Minority Achievement Service once a year.

Staff regularly observe, assess and record information about pupils' developing use of language

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

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

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English

We aim to work closely with members of the wider community to support our EAL pupils

Staff Development

The school will enable staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.