



English as an Additional Language Policy

Our aim is to provide a learning environment that empowers children to reach their educational and personal potential whilst nurturing their self confidence and self esteem.

Statement of Aims

The school aims to make appropriate provision of teaching and resources for pupils for whom English is an additional language and for ensuring EAL children are able to achieve their full potential.

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 variety of languages are spoken at Loyola Preparatory School with English as the mother tongue for the vast majority.

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 seen as an integral part of curriculum and lesson planning
- 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, where applicable, 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

TEACHING AND LEARNING

Planning and Differentiation:

Medium term plans will identify the demands of the School's Curriculum, in particular in the Lower School and provide differentiated opportunities for EAL pupils. 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 resources should be deployed to ensure that pupils are able to participate in lessons
- Staff should review groupings and seating arrangements to enable EAL learners to have some 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
- Writing frames.
- Opportunities for role play
- 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
- Opportunities for pupils to receive 1-1 instruction outside of the classroom

Planning, Monitoring and Evaluation

At the point of pupil entry through the joining papers submitted by parents, 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

Special Educational Needs and Gifted and Talented Pupils

Loyola Preparatory School recognises that most EAL pupils needing additional support do not have learning difficulties. However, should learning difficulties be identified during continuous monitoring, EAL pupils will have equal access to additional support and 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

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements as appropriate. Assessment materials use images and texts which are appropriate for all pupils.

Resources

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

Resources reflect cultural diversity

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

Parents and Families

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

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

Development of Provision

The school will enable staff to undertake professional development as appropriate 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 EAL pupils, including achievement and progress. The evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

January 2016

To be reviewed January 2018