



St David's Prep

English as an Additional Language (EAL) Policy

Definition

The Department of Education define a pupil with EAL as someone 'who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community'.

This includes:

- pupils who have lived in the UK for a long time and may appear to be fluent, but who also use another language at home
- pupils who were born in the UK, but for whom the home language is not English
- simultaneous bilinguals (those learning 2+ languages from birth)
- newly arrived pupils whose first language is not English

Equality and Inclusion

At St David's we welcome diversity and celebrate the skills of EAL pupils. We believe that all pupils have the right to take a full and active part in school life and should not be discriminated against for any reason. We promote the principles of fairness and justice for all through the diverse curriculum we offer. We recognise that language is central to identity and the home languages of all pupils and staff should be recognised and valued. The teaching and learning, achievements, attitudes and well-being of all children are important and we are committed to supporting and meeting the needs of all pupils. We have high expectations of all pupils and encourage all children to achieve the highest possible standards. We follow the curricular requirements of the EY Foundation Stage and the 2014 National Curriculum.

Aims and Objectives

- To actively promote global mindedness
- To welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school
- To ensure pupils with EAL have full access to a challenging and stimulating curriculum
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages and culture
- To help EAL pupils to become confident in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To encourage and enable parental support and participation in their child's learning experiences
- To be aware of and sensitive to pupils whose parents' home languages are not English
- To assess the skills and needs of pupils with EAL and give appropriate provision
- To monitor and review pupils' progress regularly and use the data in decisions about curriculum planning
- To draw up a register of pupils with EAL and the provision that we make for them

Strategies

For all staff to take responsibility to support and encourage children to become fluent English speakers and writers through the use of the following strategies:

- model speaking and listening styles and the ways they are used for different purposes across a range of subjects
- making maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English
- ensure that vocabulary work covers the technical as well as the everyday meanings of key words, metaphors and idioms
- display subject-specific key vocabulary and provide access to learning through attention to words and meanings embodied in each curriculum area
- provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- ensure there are effective opportunities for talking and that discussion is used in order to support writing
- explain how speaking and writing in English are structured for different purposes across a range of subjects
- provide a range of reading materials/texts across different subjects that highlight the different ways in which English is used and expose them to good writing i.e. persuasive writing, discussion writing, writing explanations and recounts
- focus on aspects of grammar such as verbs in the past and present tense and modal verb
- teach proofreading/ editing strategies for pupils to use a set of criteria to evaluate their own writing and make changes as needed
- recognise that although many pupils acquire the ability to communicate on a day to day basis in English, the level of language needed for academic study is much deeper and more detailed and can require continuing support
- ensure that EAL pupils fully comprehend what is required of them: meanings and understanding cannot be assumed but must be made explicit. Word decoding may exceed comprehension skills, particularly inference and deduction

In addition

- Empower learners to be active participants in their own learning and have high expectations of pupils
- Ensure that EAL pupils' needs are identified and included when planning lessons
- Monitor and review pupils' progress regularly through qualitative and quantitative means
- Involve the pupil in decision making and take their views into account
- Identify the pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another

Foundation Stage helps pupils with EAL 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 support to extend vocabulary

EAL, SEN and AGT

We are aware of the fact that whilst most EAL pupils do not have special educational needs, they may require additional support in language acquisition and development. However, if a concern is raised about a pupil with EAL having a special educational need, then the pupil will have access to the provisions as set out in the SEND policy. We also recognise that a pupil with EAL may be working to a higher level than that of their peers and may be considered to be able, gifted and talented. We are aware that a specific learning difficulty may be masked by EAL therefore regular monitoring and recording of attainment and progress is carried out.

