



The
Ursuline
Preparatory School Ilford

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)

(June 2017)

The School Mission Statement

To live and learn in harmony,
Caring for each other;
Treating everybody as a sister and a brother;
Reflecting Christ's actions and His message too,
By striving for excellence in all that we do

SCHOOL POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

Persons responsible: SEND Coordinator

Date Adopted: September 2006

Date of Policy Review: June 2017

HOW THE POLICY WAS DEVELOPED

The policy was developed following INSET and discussion with staff. It concerns multilingual EAL learners, from complete beginners in English to those with considerable fluency who have varying degrees of difficulty in accessing the curriculum and in achieving their full potential in line with our mission statement. Research has shown that it can take a minimum of five years to acquire academic competence in English. To ensure that bilingualism does not disadvantage pupils, it is important to give them a range of support strategies. It should be read in conjunction with existing literacy and SEN policies.

EQUAL OPPORTUNITIES

Staff at the Ursuline Preparatory School Ilford are committed to equal opportunities. All pupils will have equal access to whole class activities and to opportunities to practise what they have learnt in lessons, regardless of ability, ethnicity or faith background. Communication will be valued at all levels of achievement.

OBJECTIVES

At the Ursuline Preparatory School Ilford we aim to ensure that all pupils who are learners of E.A.L. will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum

AIMS

Our aims will be achieved by these features of good practice:

- Identify the needs of EAL learner as quickly as possible in KS1 and provide appropriate support
- A nurturing learning environment
- Recognising and valuing backgrounds and life experiences of all pupils
- Valuing multilingualism as an education asset and providing appropriate support
- Enabling pupils to understand and respect other peoples feelings, values and beliefs

- Using teaching methods and resources that are without bias, free from stereotyping
- Using group strategies that recognize the learning and language development needs of pupils

ORGANISATION

The effective delivery of these aims depends on planning, teaching strategies, resources and homework

PLANNING SHOULD:-

- Identify EAL learners
- Support staff be briefed as to their level of achievement in English
- Show opportunities for speaking and listening
- Have clear focus on language and subject content of the lesson
- Show flexible grouping strategies that recognize the learning needs and the language development needs of EAL learners
- Monitor, review and evaluate to determine the extent to which pupils have achieved their language objectives as well as their learning objectives
- Use ongoing assessment data to inform future planning and teaching of both language and subject content

TEACHING METHODS AND STRATEGIES SHOULD:-

- Draw on pupils' prior knowledge and experience and teachers should demonstrate an awareness of language and subject content of the lesson
- Include strategies that help EAL learners to internalise and apply new subject – specific language
- Use a rich background of contextual support provided to reinforce language learning and facilitate pupil participation in the lesson e.g. objects/artifacts, pictures, photographs and symbols, lists of key words and phrases, prompt sheets and writing frames, diagrams charts and graphs, a combination of expressions, gestures, tone of voice, stress, body language
- Provide lots of opportunities for the key vocabulary spoken and written to be clearly modelled and for pupils to use it in the context of the topic
- Monitor pupil understanding regularly

ASSESSMENT AND RECORD KEEPING

Progress in English will be monitored for all pupils from the first half of Year 1.

CLASS RESOURCES SHOULD:-

- Support the learning of language and subject content e.g. glossaries, personal vocabulary books, visual aids, use of ICT to provide interactive learning

HOMEWORK SHOULD

- Be clearly explained in terms of length, content, structure and main points

- Have language and subject learning objectives reinforced
- Have support and additional materials provided to facilitate independent work

THE ROLE OF THE ENGLISH COORDINATOR AND SENDCO

- Monitor the progress of EAL learners through existing Literacy/subject monitoring
- Provide support and advice to class teachers

THE ROLE OF THE CLASS TEACHER

The class teacher's role is to facilitate the good practice outlined through their delivery of the school's curriculum. They should have high expectations of EAL learners whilst being aware of the barriers to learning which they have to overcome.