

# **WINSTON HOUSE PREPARATORY SCHOOL AND KINDERGARTEN**

## **EAL POLICY English as an Additional Language**

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## **Introduction**

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out Winston House Preparatory School and Kindergarten (“the setting”) aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

## **Aims**

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the Setting
- To help EAL pupils to become confident and fluent 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 in improving children’s attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the Setting
- To monitor pupils’ progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils’ self-esteem and confidence by acknowledging and giving status to their skills in their own languages (E.g. during Languages Week)

## **Strategies**

### ***Setting/class ethos***

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child’s mother tongue; boost the child’s self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- identify the pupil’s strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised ‘silent period’ when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

### **Assessment**

- Setting Registration form identifies pupils where English is their second language
- We carry out on-going recording of attainment and progress in line with agreed Setting procedures.

### **Access and support**

- All pupils will follow the full Setting curriculum. The Setting will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in the Setting, withdrawal support will take place for a set period of time to address specific language or learning focus.

### **Foundation Stage**

In the EYFS pupils learning of English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- 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
- Providing a variety of writing in the children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate

### **Responsibilities**

Registrar obtains, collates and distributes to Head of Lower Setting, Director of Studies and EAL Coordinator, information on new pupils with EAL.

- Language(s) spoken at home
- From the previous Setting, information on level of English studied/used

**Principal** ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the Setting's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

### **EAL Co-ordinator**

- Oversee initial assessment of pupils' standard of English as necessary
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
- Monitor standards of teaching and learning of pupils with EAL
- Report to the Head on the effectiveness of the above and the progress of pupils
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO

### ***Class/subject teacher***

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

### **Monitoring and Review**

This policy document will be monitored by the EAL Coordinator, in liaison with the Principal and SENCO. The policy will be reviewed annually during the annual Policy Review in August.

### **Further:**

- We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- The setting ensures that principles are actively promoted which–
- The setting enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- The setting enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- The setting encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the Setting is situated and to society more widely;
- The setting enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- The setting encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- The setting encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- We precludes the promotion of partisan political views in the teaching of any subject in the Setting; and
- The setting will takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–
- while they are in attendance at the Setting,
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the Setting, or
- In the promotion at the Setting, including through the distribution of promotional material, of extra-curricular activities taking place at the Setting or elsewhere, they are offered a balance presentation of opposing views.

**All children at our setting speak English**

**We have no looked-after children on roll**