

ENGLISH AS AN ADDITIONAL LANGUAGE (PS 305)

Including EYFS

AIMS

- To provide EAL students with access to a broad, balanced and relevant curriculum.
- To assist girls with using English as a means of learning across the curriculum supporting them in achieving their potential both in the classroom and through additional EAL and pastoral support where appropriate.
- To involve parents of girls with EAL in decisions involving their daughter.
- To build on the knowledge that they already have of other languages and cultures.
- To ensure that girls use English confidently and competently.

DEFINITION

At Sutton High School we use the GDST definition of EAL pupils, as follows: -

‘An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country but an English- speaking school
- Born abroad but moved to England at some point earlier in their childhood.
- Born in the UK, but in a family where the main language is not English.’

PROCEDURES

Girls may require additional resources and differentiation in order to ensure progress. However, they should be integrated as fully as possible, both socially and educationally into the life of the school, and on the whole their needs should be met within the classroom environment.

Whilst we enjoy having a variety of languages spoken around school during the girls’ free time, we encourage our EAL girls to practise their English as much as possible during lessons.

Role of the EAL Co-ordinator

- Provide information on girls with EAL to all members of staff who may be involved with them.
- Help classroom teachers make provision, through normal classroom differentiation and support, for girls with EAL e.g. The Bell Foundation Classroom Strategies to Support EAL Pupils document.
- Track the progress of EAL pupils as part of the school target setting process.
- Liaise with parents and class teachers at all stages and involve them in decision making.
- Seek and respond to the views of the girls themselves at all stages
- Liaise with Senior School EAL Coordinator

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Identification and Assessment

EAL is usually identified during the admission process and for EYFS pupils during their on-line Home Visit.

Class teachers also identify and assess the proficiency of English for EAL pupils twice yearly using The Bell Foundation EAL Assessment Framework for Schools: Primary. This provides information on pupil attainment in the four strands of English, namely Reading, Writing, Speaking and Listening. Each EAL pupil is assigned a level linking to the DoE Proficiency in English scale. The information is recorded on the EAL Register.

Class Teachers also meet with Head of Prep, DTL, Assistant Head (Pastoral), ALN Coordinator, Head of Early Years (if Nursery or Reception data) to complete a tracker meeting each term which will ensure individual EAL girls are discussed and learning targets set.

Records

All staff have access to the necessary information for pupils through the EAL Register and also the Year Group Tracker. These are available to staff in the common area folders under Assessment > Tracker as well as Teaching and Learning > ALN, MAT & EAL.

Staff are expected to have examined these records for pupils whom they teach and implement the recommended strategies in the classroom. They should keep brief notes for girls which they teach so that they can comment on progress at regular intervals.

Provision

This takes three forms:

- Differentiated learning opportunities (which may include a modified curriculum), regular and frequent monitoring of the girl's progress by the class teacher and EAL Coordinator through the school reporting system.
- EAL support during small group work e.g. with a class teacher, EAL specialist teacher or a teaching assistant.
- Individual tuition by a class teacher, EAL specialist teacher or teaching assistant as part of a lesson to aid in the learning of specific concepts relating to the English language.

Timetabling

When support is needed the first priority is to ensure that all girls follow the core curriculum. The extent of other subjects taken will depend on their ability level in English.

Courses

Teachers are provided with appropriate materials to support EAL pupils working in class or in small groups. Suggestions for classroom strategies can be found in common area folders Teaching and Learning > ALN, MAT & EAL. There are also books, games, scaffolded sheets etc. available upon request.

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Test Procedures

It is the school's policy that girls should be able to demonstrate what they know in tests and assessments. Extra time is allowed for dictionary use in assessments (except for in English assessments) when the girl has been educated in an English-speaking school for less than 2 years and it is her usual way of working.

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