

### Principles

- A pupil's first language is defined as any language a child is exposed to during early development and continues to be exposed to in the home or community.
- The term EAL is used when referring to pupils whose first language at home is a language other than English.
- St Faith's recognises that EAL learners make best progress within a whole school context where pupils are educated with their peers.
- This policy sets out St Faith's School aims, objectives and strategies with regard to meeting the needs of EAL pupils and helping them to achieve the highest possible standards.

### Aims

- To establish and maintain a record of all pupils with EAL.
- To monitor the academic progress of EAL pupils relative to other groups.
- To implement appropriate strategies to ensure EAL pupils are supported in accessing the full curriculum and are able to make good progress.

### Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.

### Assessment at the point of entry

- Children's additional language needs should be identified during the admissions process:
  - The Registrar will collect information about children's additional languages from their parents/carers.
  - Nursery visits conducted by the Head of Pre Prep will be used to collect information about children's additional language needs.
  - Children with known EAL will be supported during the entry assessment process.
  - Entry test papers completed by children entering the School in Years 2-8 will be reviewed and any language difficulties noted for further attention.
- The Registrar will collate and share this information with the Head of Pre Prep, Deputy Head Academic, Head of Learning Support and the child's tutor.
- If deemed necessary, the child's tutor and/or the Head of Pre Prep and/ or the Deputy Head Academic and/or the Head of Learning Support may meet with the parent/carer to discuss a child's additional language needs and develop a support plan.

### **Access, Support and Monitoring**

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Teaching Assistant in the classroom.
- Where necessary, withdrawal support may take place.
- The Director of Communications is responsible for tracking the overall academic progress of EAL pupils. Any concerns about the progress EAL pupils are making relative to other groups will be referred to the Head of Pre Prep/ Deputy Head Academic in the first instance.
- A pupil not making good progress after a minimum of two terms in the main school environment may be referred to the Learning Support Department in the usual way.

### **Teaching and Learning**

Staff can help pupils learning English as an additional language in a variety of ways:

- By acknowledging the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class.
- By planning differentiated work for EAL pupils if necessary.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- By setting appropriate expectations; encouraging children to contribute and give more than one-word answers.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.

### **EYFS**

In the EYFS, the school curriculum helps pupils learning English as an additional language by:

- Giving 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).
- 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.
- Celebrating and using the home language in school whenever possible using parents as a resource to aid learning.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Teachers and assistants refrain from talking to children in an abstract manner but instead talk about what is concrete and present that the children are experiencing.

- The daily repetition of stories and rhymes offers time for the children to absorb a rich experience of spoken English.

**The wider community**

- When necessary, appropriate language support may be sought for parents with EAL during occasions involving their children's welfare or progress, for example Parent-Teacher Meetings.
- All written correspondence will be presented in English.