

CONTENTS

Principles	1
Aims	1
Objectives	1
Assessment at the point of entry	2
Access, Support and Monitoring	3
Teaching and Learning.....	3
EYFS	3

Principles

- A pupil's first language is not English when the pupil:
 - has been exposed to a language other than English during early development, and
 - continues to be exposed to this language in the home or in the community.
- A pupil is recorded to have English as an additional language (EAL) if they are exposed to a language at home that is known or believed to be other than English. It is important to note that this is not a measure of English language proficiency; the pupil may be fully proficient in English but use other languages outside of school.
- 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 identify a child's level of English proficiency through the application and entry assessment process in order to ascertain the degree of language support a pupil may require.
- 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:
 - Through the application form and transfer report form, the Registrar will collect information about a pupil’s:
 - first language;
 - any other languages spoken at home;
 - level of English proficiency (see table below).

Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language. Operates without EAL support across the curriculum
Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks
Developing competence	May participate in learning activities with increasing independence. Able to express themselves orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully
Early acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum
New to English	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support

- Dialogue with feeder nurseries and observations during Admissions play sessions conducted by the Head of Pre Prep and Early Years Foundation Stage (EYFS) Coordinator 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 1-8 will be reviewed and any language difficulties noted for further attention.
- The Admissions 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 school will 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.
- In some circumstances EAL pupils may be supported through a Teaching Assistant in the classroom.
- Where necessary, withdrawal support may take place.
- 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 and whenever possible using parents as a resource to aid learning.

- Immersing children in a language rich, stimulating environment where vocabulary is modelled and demonstrated.
- 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

- There may be occasions where parents would appreciate language support from a third party when discussing their child's welfare or progress, for example at Parent-Teacher Meetings, and where possible we will try to accommodate this.
- All written correspondence will be presented in English.