ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

SCOPE

This policy applies to Quainton Hall School – the John Lyon Prep School. All references to 'the School' refer to the Prep schools except where otherwise specified.

EAL

This policy details the school's vision to identify and meet the needs of those pupils who do not have English as their first language but English as an Additional Language (EAL). Speaking more than one language is no disadvantage to educational achievement and indeed is something to be celebrated and associated with success. The school recognises the importance of community languages in their own right and the potential of their speakers to acquire the ability to communicate in languages other than English.

Differentiation

Lessons are differentiated to meet the needs of our EAL learners. Within the classroom, teachers and teaching assistants give support to individual pupils or groups. Scaffolding is used and EAL pupils get the opportunity to learn from others whose first language is English.

EAL Interventions

The school aims to provide small group support sessions to support EAL pupils. During these sessions the EAL Coordinator builds on the pupil's experiences of language to extend vocabulary and provides a range of activities to promote confidence and proficiency in the English language.

Teaching & Learning

Class teachers are responsible for:

- Providing learning opportunities which enables all EAL pupils to make good progress.
- Using texts and materials which suit their ages and learning stages
- Providing frequent opportunities for speaking and listening
- Making use of bilingual resources e.g. dictionaries, online support, key word lists/mats, writing frames

- Offering visual support and support through suitable ICT, DVD and audio materials
- Allowing collaborative learning
- Completing information on our EAL progress tables each term using the EAL classification codes (see appendix I)

Teachers use a range of strategies to help pupils who are learning English as an additional language by seeking to develop their spoken and written English. This includes:

- Ensuring that vocabulary work covers the technical as well as everyday meanings
- Explaining how spoken and written English have different usages for different purposes
- Providing pupils with a range of reading materials, to exemplify the different ways in which English is used
- Giving pupils appropriate opportunities for talking and using speech to support writing
- Encouraging pupils to relate one language to another
- Ensuring, as far as possible, pupils can access the curriculum and complete assessments

Verbal & Kinaesthetic

Pupils learn English in a variety of ways. An emphasis is given to the modelling of language and the introduction of new vocabulary. First hand experiences, role play, music, plays and drama based activities help the pupils to learn English.

The Environment

The school aims to provide a stimulating environment for the EAL pupils:

- Through displays that promote the school's cultural diversity
- Through displays that model good examples of English language
- By using working walls to display key vocabulary
- By providing a supportive environment where all pupils feel part of the school community

Role of the EAL Coordinator

- To identify EAL pupils by correlating a register of languages spoken at home through the induction pack EAL form
- To support the Pre-Prep Department's EAL pupils in group sessions and feedback to teachers accordingly
- To offer guidance and support colleagues on setting targets and the appropriate work for their EAL pupils
- To hold training sessions and school INSETS
- To update the Head and/or SMT as requested on register details / numbers of children identified as EAL in the school
- To monitor a pupil's progress and identify learning difficulties that may be masked by EAL and liaise with the SENDCO
- To organise a 'Language / Flag Day' where children can be invited to dress in the colours of their country, sharing cultural backgrounds etc.
- To update and maintain the EAL display board

Gifted and Talented

We recognise that a pupil's ability in their first language may be much more advanced than their English language. Research projects and activities can be set for them to complete in their first language.

Cross-Curricular Opportunities

Provision for EAL pupils is addressed not only in English but in all subjects. Teachers model key vocabulary and pre-teach vocabulary to our EAL learners.

Mrs Emma Sweeney
EAL Coordinator
February 2022

Appendix

EAL Classification Codes

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