



MAYVILLE HIGH SCHOOL

Founded in 1897

English as an Additional Language (EAL) Policy

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out Mayville High School's 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

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- 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 potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term in EYFS, Pre-prep & Junior department meetings in order to make decisions about classroom management and curriculum planning.

School/Class Ethos

- Classrooms are arranged to be socially and culturally inclusive;
- Teachers recognise the child's mother tongue, identifying their strengths and boosting the child's self-esteem and enabling the child to become a bi-lingual;
- Staff acknowledge 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;
- We also recognise that support may be necessary beyond the time a child appears orally fluent.

Assessment

The child's needs should be identified during the admissions process:

- The Admissions Officer will report/collect information about children's additional language needs; this will be passed to the child's class teacher.
- A meeting with the child's class teacher and the parent/carer begins the process of ongoing evaluation to meet the child's individual needs.
- Following the above, lessons will be planned appropriately.
- The teacher will keep a record of the child's progress and communicate this (together with reviews and new actions) to the EAL Coordinator at the end of each term.
- The teacher will meet with parents regularly to review progress and pass a copy of this meeting to the EAL Coordinator.

Teaching and Learning

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

- By planning differentiated work for EAL pupils if necessary.
- By setting appropriate expectations; encouraging children to contribute and give more than one-word answers.
- 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.
- 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).
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.

Access and Support

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Teaching Assistant in the classroom (EYFS, Pre-Prep & Junior).
- Where necessary, withdrawal support may take place.

EYFS

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

- Providing a positive and welcoming ethos and attitude within the setting.
- Using observation, assessment and planning for children's play, active learning and creativity across all six areas of Learning and Development.
- by repeating and adding to the child's spoken language scaffolding their language learning, consolidating and adding to their knowledge of language structure.
- By using 'self-talk' through activities with which they are engaged, so that they are giving children a commentary on their actions, for example 'I'm putting the banana on the plate, now you can help me cut it', or 'parallel talk' where the practitioner provides a commentary on what the child is doing.

Giving children time to think, reflect and quietly absorb language around them. Practitioners need to be as ready to respond as they are to initiate conversation and interactions, taking their lead from the child's needs or interests.

All areas of learning and development are interrelated and interdependent, and offer rich opportunities for developing children's use of language. At Mayville we provide;

- First-hand experiences because they are most effective context for learning language. A cooking activity or a trip outside the setting, whether a full-scale excursion or a visit to a local shop, will provide excellent opportunities to introduce or confirm language which children can recreate and rehearse in role-play with a supportive adult.
- Illustrated timelines of daily routines and sequences of everyday activities can be used very effectively to support language learning alongside concept development. Opportunities to take copies home to share with families can support language learning and extend home to setting links. Parents can extend the home language learning by supplying verbal or written captions to the pictures. Photographs are particularly effective.
- Games because children learning EAL are used to tuning in to different speech sounds they will usually enjoy and succeed at games based on auditory discrimination. These will support their speaking and listening skills and have the potential to enhance self-esteem through providing a vehicle for successful interaction. Games that do not require a verbal response allow less confident children to participate.
- Musical activities such as simple songs, rhymes and refrains chanted in a rhythmic way as the vehicle for children's first attempts to articulate an additional language.
- Songs and rhymes in home languages to reinforce similarities in patterns of languages and foster home to setting links. Music is a wonderful medium for sharing cultures, languages and benefits, and enhances language learning.
- Stories based on personal experience to support children's personal, social and emotional development as well as their communicative and linguistic skills.
- Story sessions for pleasure and enjoyment, developing the imagination and helping children to explore a range of ideas and feelings; they help organise their thoughts and link ideas to knowledge.

Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in their first language), key word lists, visual cues and a range of language & literacy interventions. This is currently an area for development for the School.

Responsibilities

Admissions Officer to obtain, collate and distribute information on new pupils to relevant staff. This includes:

- Language(s) spoken at home;
- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.
- Adding new pupils to the EAL register on google drive.

EAL Co-ordinator (EC DLU)

- Identifying incoming EAL pupils.

- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into classes and have full access to the curriculum.
- Monitor the progress of EAL pupils. All EAL pupils are indicated on the tracking sheets.
- Maintaining a register of EAL pupils on google drive.
- Reviews EAL Policy at least annually.

Teachers

- All involved in teaching EAL learners liaise regularly (by using departmental meeting time).
- Teachers highlight any lack of progress through the appropriate channels and liaise with the EAL Coordinator.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL is passed on to all staff.
- Training in planning, teaching and assessing EAL learners is accessed.
- Challenging targets for pupils learning EAL are set and met.
- Are knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping.