



# **Policy and Guidelines for Teaching and Supporting Pupils Learning English as an Additional Language (EAL)**

## **Purpose**

This policy applies to all children at NPS including the EYFS. The term EAL is taken from the 2011 DfES report 'Developing Quality Tuition: Effective Practice in Schools'. The term EAL refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term English as a Second Language (ESL) is inappropriate and should not be used. NPS aims to ensure that all children learning EAL are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Where appropriate, make use of their knowledge of other languages.

## **Using Home Language**

Children throughout school, including the EYFS are given opportunities to develop and use their home language in play and learning. Home cultures and languages are respected and celebrated in a range of ways, including:

- Different cultural festivals are celebrated.
- Food from different cultures is tried.
- Multi-cultural resources are available.
- In the EYFS, children are encouraged to use a variety of resources and clothes from different cultures for role play.
- When possible, the expertise of staff or parents in a particular language may be used.

## **The Context of the School**

Although cohorts of children vary, on average 8-12% of children have a home language that is not English.

## **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

- Teachers have a crucial role in modelling use of language.

## **NPS Policy for English as an Additional Language**

- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs.
- All languages, dialects, accents and cultures are equally valued.

### **Roles and Responsibilities**

Provision for pupils with EAL is a matter for the school as a whole. In addition to the Head Teacher and Personalised Learning Assistant Head, all members of staff have important responsibilities.

### **Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with EAL. The Head Teacher will keep the Governing Body fully informed on EAL issues. The Head Teacher will work closely with the Personalised Learning Assistant Head and will:

- Work with the Personalised Learning Assistant Head to determine the strategic development of the EAL policy and provision within the school
- Work with the Personalised Learning Assistant Head and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with EAL, and their progress
- Make sure that the Personalised Learning Assistant Head has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the EAL register
- With the Personalised Learning Assistant Head, monitor to identify any staff who have specific training needs regarding EAL, and incorporate this into the school's plan for continuous professional development
- With the Personalised Learning Assistant Head, regularly review and evaluate the breadth and impact of the EAL support the school offers or can access
- With the Personalised Learning Assistant Head and teaching staff, identify any patterns in the school's identification of EAL, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **Personalised Learning Assistant Head**

The Personalised Learning Assistant Head, with the Head Teacher, plays a key role in determining the strategic development of the EAL Policy and provision in the school in order to raise the achievement of children with EAL.

The Personalised Learning Assistant Head at our school is Mrs Natalie Johnson (njohnson@newcastleprep.co.uk).

The Personalised Learning Assistant Head will:

- Regularly review how expertise and resources used to address EAL can be used to build the quality of whole-school provision.
- Takes day-to-day responsibility for the operation of the EAL policy and co-ordinates the provision for individual children, working closely with staff, parents and other professionals.
- Provides relevant professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with EAL receive appropriate support and high-quality teaching
- Ensures that the school's records are kept up to date
- Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of children's achievements and setting targets, the Personalised Learning Assistant Head develops effective ways of overcoming barriers to learning and sustaining effective teaching.
- Advises on the graduated approach to providing EAL support and differentiated teaching methods appropriate for individual pupils
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaises with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Makes sure that all relevant information about a pupil's EAL and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Works with the Head Teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the Head Teacher, regularly reviews and evaluates the breadth and impact of the EAL support the school offers or can access
- With the Head Teacher and teaching staff, identifies any patterns in the school's identification of EAL, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **All Teaching and Non-Teaching Staff**

All staff are involved in the development of the school's EAL policy and are fully aware of the procedures for identifying, assessing and making provision for children with EAL. Class teachers are fully involved in providing for the needs of the children in their care and collecting additional information for the Personalised Learning Assistant Head and other professionals.

Class teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Setting suitable learning challenges, providing high quality teaching, responding to children's diverse needs for overcoming potential barriers to learning and for monitoring progress.
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the Personalised Learning Assistant Head to review each pupil's progress and development, and decide on any changes to provision
- Ensure that they follow this EAL policy
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## **Teaching and Learning**

Classroom activities are carefully structured and focused. Classroom activities have clear learning objectives and appropriate support and resources are developed to ensure that children are able to participate in lessons. Staff review groupings to ensure that children learning EAL have access to strong English language peer models.

## **Strategies**

Staff use some of the following support strategies to ensure curriculum access:

- Collaborative group work that encourages active participation
- Enhanced opportunities for speaking and listening.
- Effective role models for speaking, reading and writing.
- Additional verbal support – repetition.
- Additional visual support e.g. dictionaries, on-line support, posters, demonstration, use of gesture).
- Additional verbal support (for example, repetition, modelling, peer support)
- Writing frames, gap fill exercises, word cards and word lists
- Opportunities for role play.
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract.
- Opportunities to access English and Maths online intervention programmes
- Exam preparation
- Additional opportunities for reading and comprehension tasks with an adult
- Action Words programme for use in the Early Years
- Scaffolding for language and learning
- A variety of ways for pupils to record their work, including recording in their first/home language

## **Monitoring of Progress**

In addition to the summative and formative attainment measures already in place, the school implement a bespoke tracking system, to closely monitor the progress of our EAL pupils and set each child termly targets, focusing on speaking, listening, reading and viewing and writing.

## **Special Educational Needs and More Able Pupils**

The school recognises that most children with EAL do not have SEN. However, should SEN be identified during assessment; children with EAL will have equal access to school SEN provision as discussed in our Policy and Guidelines for Teaching and Supporting Pupils with Special Educational Needs and Disabilities (SEND)

Similarly, the school recognises that there may be children with EAL who are gifted or talented even though they may not be fully fluent in English. An appropriate curriculum will be provided for these children as discussed in our Policy for Teaching and Supporting More Able Pupils.

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