



English as and Additional Language (EAL) Policy Whole School Policy including EYFS

TPS aspires for each child to thrive personally, socially and academically by creating an inclusive environment that promotes wellbeing, encourages curiosity and celebrates individual success.

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1. Introduction

At Twickenham Preparatory School we value all pupils equally. Pupils joining Twickenham Preparatory School who are of nationalities/cultures where English is not the first language will be given appropriate support to enable them to achieve their academic potential and integrate fully with School life. We encourage all our pupils to aim for the highest possible standards and we take account of each pupil's individual needs and experiences. We believe that pupils learning English as an additional language are entitled to the full programmes of study. The School will identify individual pupil's needs, recognise the skills they bring to School and ensure equality of access to the curriculum.

2. Aims and Objectives

We aim to ensure that pupils at the School who have English as an additional language will use English confidently and competently in both written and spoken form. This is achieved by:

- Providing a welcoming ethos in School with appropriate cultural resources where possible, to make integration into the new environment as smooth and positive as possible
- Offering language support and learning opportunities to meet the needs of the individual both within the classroom and in individual lessons
- Effectively monitoring the development of language and extend or alter the help given as appropriate
- Ensuring that pupils are able to progress to their maximum potential and quickly gain access to the full curriculum
- Making staff aware that EAL pupils learn most efficiently working in collaborative groups with able and fluent speakers

The aim of this policy is therefore to help to ensure that we meet all the needs of those pupils who are learning English as an additional language. This is in line with the requirements of the Equalities Act 2010.

3. Teaching and Learning

Teaching staff should ensure classroom activities have clear learning objectives with appropriate support and resources for pupils to be able to participate in lessons. Learning tasks and access to the curriculum are supported by:

- Ensuring that vocabulary work covers the technical as well as everyday meanings
- Ensuring not only key words are covered but also metaphors and idioms
- Explaining how spoken and written English have different usages for different purposes
- Giving pupils appropriate opportunities for speaking and using speech to support writing
- Using texts and materials that suit their ages and learning stages
- Giving them appropriate opportunities for talking, and using talk to support writing;
- Encouraging them to relate one language to another
- Providing support through ICT, video, audio materials, dictionaries, translators and readers
- Additional visual support such as posters and pictures
- Review class groupings placing EAL learners next to strong English language peer models
- Providing further support outside the formal curriculum, e.g. Assemblies, school clubs

4. EAL and Inclusion

We believe that treating each pupil as an individual is the key to ensuring that progress in language skills is achieved at an appropriate rate. We appreciate that some children will benefit most from individual, 'one-to-one' tuition from the first opportunity, whilst others will learn most effectively from total immersion within the classroom. The factors that determine need will include the 'level of English', the age of the child (often younger children are able to learn very naturally from their peers), the personality, individual learning style and the demands of the curriculum at the level of entry. Class/Form Teacher, and the Head of Learning Support will make an assessment of the child's needs within his/her first days at the School and his/her progress and any change to requirements will be regularly monitored.

Individual additional lessons can be organised within School. Where individual lessons are required, they will cover the four elements of language – speaking, listening, reading and writing. The emphasis is on building confidence and learning through fun in a relaxed environment. Vocabulary is an immediate priority whilst grammar is introduced gradually. Initially, the aim is to focus on the day to day language of life and particularly the classroom. Written and spoken exercises are an important part of all lessons and we also include games and computer programmes to extend skills and for motivation! As the child progresses the balance of vocabulary and grammar will alter and the focus will move to more complex areas of language. Where appropriate there is liaison between the EAL support teacher and subject teachers to target specific subject related vocabulary.

In the Early Years Foundation Stage, we provide opportunities for pupils to develop their English, and we provide support to help them take part in activities. We help pupils learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults
- engaging the pupil in educational games that develop their language skills.

5. Assessment for Learning

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for pupils who are learning English as an additional language. Where appropriate they may be offered help with reading exam papers and in some circumstances it may be considered appropriate to offer a scribe.

In Mathematics, Teacher assessment at Key Stage 1, we would help EAL pupils by translating English words or phrases in the assessment materials, or non-English words or phrases that the pupils use in their responses.

For the written Mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to pupils for whom English is an additional language.

Extra time may be offered in some examinations where both the following exist:

- The candidate has to refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying answering of questions, and

- The provision of extra time of up to 10% reflects the candidate's usual way of working with the dictionary
- For pupils taking senior school entrance exams, this concession is only valid if they have studied in the medium of English for fewer than three years.

6. Planning, Monitoring and Evaluation

Staff regularly observe, assess and record information about EAL pupils' progress.

Whilst account is taken of EAL development, the School aims to set appropriate and challenging targets for individual pupils with specialist individual tuition as necessary. These targets are reviewed on a regular basis, in accordance with the School's Target Setting Policy.

7. Special Educational Needs and Gifted and Talented Pupils

Whilst recognising that most EAL pupils needing language support do not have SEND needs, should SEND needs be identified, these pupils will have equal access to School SEND provision.

Similarly, the School recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

8. Staff Development

The School aims to keep staff up-to-date with relevant developments in EAL teaching.