

ENGLISH AS AN ADDITIONAL LANGUAGE

Statement of Aims

The Queen's School is committed to making appropriate provision for pupils for whom English is an additional language to enable each individual girl to develop her abilities and talents to the full. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

This policy is applicable to Early Years Foundation Stage pupils

We aim to ensure that all EAL pupils 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.

Where possible and appropriate, the school will provide opportunities for EAL pupils to take qualifications in their home/first language.

The context of the school

All girls have a level of English, which enables them to access fully the school curriculum as shown by successful completion of the entrance examinations.

Just over 5% of girls have a home language in addition to English. EAL support is offered to girls as required.

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.
- 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 uses of language.
- All pupils have an entitlement to access the curriculum.
- A distinction is made between EAL and special educational needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from a well-developed home language and literacy in the home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Identification of EAL pupils

Information is gathered about:

- girls' linguistic backgrounds
- girls' previous educational and schooling experiences
- girls' family and biographical backgrounds

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This information is made available to all teaching staff.

Girls' achievements in English language acquisition are assessed upon entry to the school. In this way any EAL pupils who may require additional support are identified.

Teaching and learning

The school has a responsibility to ensure that EAL pupils have access to a broad and balanced curriculum. Teachers have a responsibility to provide effective learning opportunities for EAL pupils by providing relevant and appropriately challenging work.

Teachers are expected to:

- set suitable learning challenges.
- respond to pupils' language needs.
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

In planning lessons, key language features, which are necessary for effective participation, should be identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Classroom activities should have clear learning objectives and appropriate support and resources should be deployed to ensure that EAL pupils are able to participate in lessons. Teachers should review groupings and setting arrangements to ensure that EAL pupils have access to strong English language peer models.

Strategies

Teachers will use a range of support strategies to ensure curriculum access, including:

- collaborative group work.
- enhanced opportunities for speaking and listening.
- effective role models of speaking, reading and writing.
- additional verbal support - repetition, alternative phrasing, peer support.
- additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- writing frames, directed activities related to texts (DARTs).
- opportunities for role play.
- regular feedback from staff.
- opportunities to focus on the cultural knowledge explicit or implicit in texts.
- discussion before and during reading and writing activities.
- learning progression which, where possible, moves from concrete to abstract.

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Special educational needs and gifted and talented pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are more able and talented and these will be identified and supported in line with the school's More Able and Talented Policy.

Monitoring progress

Where a pupil is identified as needing additional support, the SEN Department will monitor her progress and include regular assessments. There will be close liaison with staff who teach her to monitor her progress and needs.

The school analyses EAL pupil achievement and regularly evaluates any additional support provided in terms of pupil progress.

Review and evaluation of policy School data will include relevant information on EAL pupils. This will enable the school to monitor their progress.

Action plans and reviews relating to EAL pupils will be devised, as required.

The EAL policy is reviewed regularly by the Senior Leadership Team.