Sydenham
High School

GDST
GIRLS' DAY SCHOOL TRUST

English as an Additional Language (EAL) Policy
Whole School: Senior School/Prep School:
EYFS, KS1 and KS2

1. Introduction- Fundamental Principles

In our school, the teaching and learning, achievements, attitudes and well-being of all our students are important. We encourage all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.

Schools as a whole have a role to play in creating a positive learning environment, which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. The whole school ethos should reflect the value placed on diversity and the respect accorded to all individuals. Support for a variety of learning needs should be seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

2. Aims of the Policy

The aims of this EAL Policy are to define:

- the school's objectives regarding EAL and how these will be met;
- the overall organisation and management of EAL provision in the school;
- the nature and level of school support for EAL.

3. The Nature of Provision

Provision for learning needs is now best expressed in terms of 'learning support'. Learning support is an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL and disabilities. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of effective differentiation, support for those responsible for teaching these pupils, and supplementary provision. Provision for more able pupils is managed by form teachers/departments.

4. Defining EAL

A pupil who has EAL is a pupil whose home language is not English. This encompasses pupils who are fully bilingual (or trilingual etc) and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English is assessed using the Bell Foundation Assessment Framework, which looks at Speaking, Listening, Reading & Viewing and Writing. Pupils will be allocated a Band of proficiency:

English language Proficiency in each strand is represented by five Proficiency bands and each band has a descriptive label :

A-New to English/Beginning
B-Early acquisition/Emerging
C-Developing competence/Expanding
D-Competent/Diversifying
E-Fluent

5. The GDST Context

The majority of bilingual pupils in Trust schools are fluent in English when they join, have been deliberately brought up as bilingual by their parents or, in fact, count English as their first language whilst being fluent or semi fluent in another family language. Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such cases EAL provision is still relevant however, in terms of supporting and celebrating these pupils' abilities.

6. Principles of EAL Provision

- Pupils with EAL should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities;
- The school environment, both in and outside the classroom, should promote language development;
- The school structures and overall ethos should help pupils with EAL integrate into the school, thrive in a culture which may be new to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

6a. Principles of EAL Provision Within the EYFS

For pupils whose home language is not English, we provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Pupils are offered sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin year 1.

7. The School's EAL Objectives

Pupils with EAL are identified and procedures are followed to ensure their needs are met and they achieve their potential;

- Procedures are in place to ensure teachers are aware of such pupils and are supported in meeting their needs;
- Pupils with EAL are integrated as fully as possible into the life of the school and are offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in extracurricular activities;
- The views of the pupil are sought and taken into account;
- Parents/guardians are encouraged to play a role in the pupil's education;
- Pupils with EAL are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate;

- The school's overall ethos helps pupils to feel valued members of the school community, thrive in a culture which may be new to them, and appreciate their own cultural uniqueness;

8. Roles and Responsibilities

The members of staff responsible for co-ordinating EAL provision are Miss Charlotte Pascal, who is the Head of Learning Support in the Senior School, and Ms Deliwe Elliott who is Head of Learning Development in the Prep School. Their responsibilities include:

- In conjunction with the Heads of the Prep and Senior school, developing and overseeing the implementation of the school's EAL policy;
- Liaising with the SLT and PLT in relation to EAL policy and provision;
- Ensuring EAL pupils are identified and monitored in line with standard tracking;
- Keeping the EAL register and any relevant records up to date and ensuring relevant information is passed on to school staff;
- Co-ordinating provision for EAL pupils in terms of academic and pastoral support in order to ensure both curriculum coverage, continuity and progression, and pupil welfare;
- Providing school staff with guidance and support relating to effective teaching approaches and materials for EAL pupils;
- Liaising with parents/guardians where possible to involve them in decision making;
- Giving additional individual or group language support to students who have not yet attained cognitive academic language proficiency.

EAL provision is a whole school responsibility. Class teachers should:

- Be aware of the pupils on the EAL register;
- Be aware of the influence of behaviour, attitude and cultural expectations;
- Liaise with the Head of Learning Support;
- Plan their teaching to support language development.

9. Identification

The first step in providing for EAL pupils is to identify the EAL cohort. This is done on entry to the school through a parent questionnaire at Prep School and the Annual Consent Form at Senior School. Individual parents may be contacted to clarify information given on a case by case basis.

10. Assessment

Within the EYFS, when assessing communication, language and literacy skills, we assess children's skills in English. If a pupil does not have a strong grasp of the English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Methods used to assess the nature and extent of the need of identified EAL pupils across the school include:

- Sharing of information regarding languages other than English spoken at home by a pupil on the relevant admissions documentation;
- An analysis of entrance papers;
- Regular formal assessment using standardised English, reading and spelling tests in the Prep School;
- Baseline assessments in Year 7;
- Work sampling;
- Teachers' comments and observations;
- MidYIS tests in Year 7 and YELLIS tests in year 10;

- Input from pupils;
- Input from parents

The information will be used to assess the most appropriate provision for a particular pupil.

The school recognises that most EAL pupils needing support with their English do not have Special Educational Needs or Disabilities. However, should SEND be identified, EAL pupils will have access to school SEND provision, in addition to EAL support as appropriate.

11 Record Keeping and Monitoring

The school's database system contains records of pupils with EAL and this is referred to when identifying pupils who potentially may benefit from support.

12 Provision

Language Support in the Classroom

Language support is best provided within the classroom by the subject teacher wherever possible, as time out of subject lessons may cause pupils to fall behind in the curriculum. More importantly, the curriculum offers an ideal platform for language learning, as it offers pupils the chance to practise all four language skills (speaking, listening, reading and writing), with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge.

A supportive classroom environment enriches the language content of the lesson, whatever the subject discipline. Language enrichment has been shown to benefit both pupils with EAL and EMT, and all teachers should take on the role of teachers of language in the context of their subject. According to the current view, the most effective pedagogy to support language acquisition emphasises learning that is:

- Social;
- Oral;
- Collaborative;
- Contextualised;
- Indivisible from conceptual development;
- Challenging, to provide extension both linguistically and cognitively.

This is reflected in the notes on language enriched teaching below.

There is considerable evidence to demonstrate that in optimum circumstances, once proficiency in English is achieved, the progress for pupils with EAL across the curriculum is rapid and their attainment on a par with or higher than that of their monolingual peers.

Language Enriched Teaching

- Analyse the language demands of lesson content, in order to understand how each lesson can promote language as well as content learning;
- Preview language objectives alongside other aims at the beginning of the lesson;
- Provide ample opportunities for talk – pair work, collaborative activities etc. (whilst being aware that pupils with EAL may need time before being able or confident to engage in speaking) and model spoken structures, for example using frameworks for talking and active listening tasks;
- Encourage pupil responses and promote interaction using different forms of questioning: closed and open, concrete and abstract, etc.;
- Allow pupils 'time to think' before answering questions;
- Scaffold reading activities, for example using paired reading and directed activities related to texts (DARTs);
- Scaffold writing tasks, for example matching, sequencing, providing writing frames and word

banks;
- Teach language skills explicitly, including demonstrating grammar conventions (e.g. the use of connectives in essay writing), with opportunities to practise language use;
- Focus on developing - and providing the language for - higher order thinking skills such as hypothesising, evaluating, inferring, generalising etc.;
- Prepare resources that support the development of pupils' language skills and understanding, including visuals or graphic organisers (for example timelines, tree diagrams, flow charts, tables, graphs, pie charts and cycle diagrams) to support understanding of key words and concepts;
- Develop increased opportunities for all pupils to be taught subjects through arts activities such as art and design, music, drama and dance;
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning;
- Allow pupils time to summarise and reflect on what they have learned at the end of a lesson;
- Integrate speaking, listening, reading and writing, and use one language skill to support and reinforce another;

Additional Support

Most EAL pupils will thrive in a language enriched classroom without further intervention. Others may require additional help. This will be overseen by the Head of Learning Support, and may be delivered by the school's KS3 Learning Support Teacher, through individual or small group support in the Senior School or through withdrawal from lessons in the Prep School. Permission from parents will be obtained before pupils join these groups.

13. Examination Access Arrangements

Pupils will be considered for examination access arrangements where appropriate and in line with current the JCQ Regulations and Guidance for such provision.