

EAL Policy

Twyford is a School:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

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Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Setting
EAL	English as an Additional Language

This Policy is for the whole School, Early Years Foundation Stage and Boarding

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1. Statement of Intent

Pupils with EAL may face barriers to learning, accessing the curriculum and reaching their full potential. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning. Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English. We recognise that pupils come from a variety of backgrounds and that they have a valuable contribution to make to the school community. This policy has been established to ensure all students with EAL at Twyford school are given the best chance possible to reach their full potential. The Head of English as an Additional Language (EAL) is Mrs Jo McCusker.

2. Definition of 'EAL'

The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English.'

DfE: Schools, pupils and their characteristics, June 2019

This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may have/been:

- Newly arrived from an international country and school;
- Newly arrived from an international country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

3. Aims & Objectives

We aim to:

- Welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages cultures and identities are celebrated.

4. Teaching and Learning

At Twyford School, all children follow the curriculum for their year group or for the Early Years Foundation Stage. Members of staff recognise that English should not replace the home language. English will be learned in addition to the language skills already learned and being developed within the language community at home. Children with English as an additional language do not produce separate work. As part of their planning teachers:

- Set clear and concise learning objectives
- Seating plans which strategically seat EAL pupils with confident and fluent English speakers, and near the front of the classroom to ensure regular check-in and sight of visual cues to support understanding
- Identify the language and vocabulary demands of the lesson
- Take account of the linguistic, cultural and religious backgrounds of the children
- Plan differentiated opportunities matched to the individual needs of EAL pupils
- Provision of word lists and glossaries – with translation where necessary - to support pre-teaching and task completion
- Use visual support for lessons including posters, pictures, photographs, artefacts and demonstration where appropriate
- Identify opportunities for collaborative activities that involve purposeful talk, and encourage and support active participation where appropriate
- Identify opportunities to focus on the cultural knowledge explicit or implicit in texts
- Identify opportunities for pupils to access ICT to facilitate and reinforce learning
- Providing a range of opportunities for children to engage in speaking and listening activities in English with their peers and with adults
- Ensuring that vocabulary work covers the meanings of technical words and common keywords, metaphors and idioms
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects

Members of staff recognise that children will usually understand more than they can articulate and that it is important that children do not feel under pressure to speak until they feel confident. However, adults continue to talk to children with the expectation that they will respond. Children's non-verbal communications are responded to positively and the children's peers are encouraged to respond similarly. This is particularly relevant to the children in the EYFS.

The Head of EAL assesses children as they arrive in the School as to the extent of their spoken and written English. This information is used to advise class and subject teachers as to any adaptation of approach or additional resources that may be helpful for the child. Parents will be consulted as well. Where appropriate, a pupil with English as an additional language may receive occasional or regular support from The Hub

5. Early Years Foundation Stage

Children in Nursery and Reception are in the EYFS. All of the staff in the EYFS work closely with parents to share information about all aspects of children's development including their linguistic needs. Information about the home language(s) and the cultural and religious background of the child is sought before he or she is admitted to the school. Information about dietary requirements is also ascertained.

Play and learning resources are provided to reflect the children's cultural and linguistic identities positively. These include books in other languages, books about different cultures, jigsaws and role play equipment such as food items, cooking utensils and dolls. The children have the opportunity to learn about festivals such as Chinese New Year and Divali. They are encouraged to bring artefacts from home linked to these celebrations. Home-school links are developed wherever possible to enhance cross-cultural exchange.

Activities are planned to extend all children's understanding of their own backgrounds. These might include topics on babies and families, food and clothing, celebrations and festivals. Artefacts and books are used as well as resources brought by the children.

Language development is further enhanced through the use of stories and rhymes. A variety of resources are used for storytelling, including books and puppets. Members of staff aim to ensure that positive images of diverse cultures are presented, and that negative stereotyping is avoided. Musical activities are used on a regular basis to promote language development.

Observation and assessment are fundamental to good practice in the EYFS. All of the members of staff in the EYFS reflect on the activities provided each week to ensure that each individual child is progressing and that the next steps in his or her learning and development are appropriately planned.

6. Special Educational Needs

Most children for whom English is an additional language do not have a Special Educational Need. However, should such a need be identified the child has equal access to the school's SEN provision.

7. Assessment

All of the pupils at Twyford School are assessed regularly to ensure that they are progressing. Further details of the assessment processes are set out in the Aims and Curriculum Policy, and the Assessment Policy. Members of staff ensure that assessments are accessible to all pupils, including those for whom English is an additional language. Staff members aim to ensure that assessment materials are not culturally biased.

The teachers are responsible for monitoring the progress of all the pupils they teach, and for ensuring that children for whom English is an additional language are not disadvantaged. The Head of EAL and the Head of Pre-Prep oversee the progress of all these pupils at the school.

8. Parent Partnerships

At Twyford, members of staff strive to encourage parental involvement by:

- Using plain English in communications with parents
- Identifying the linguistic, cultural and religious backgrounds of pupils and establishing contact with the wider community where possible
- Recognising and encouraging use of the first language
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.