



Birchfield Independent Girls School

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Introduction

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

A number of our pupils have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. EAL pupils will be given the support necessary to allow them to achieve at least as well as their peers.

Pupils who are learning English as an additional language have skills and knowledge like monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

Birchfield Independent Girls School aims to instill a sense of pride in everyone who learns here. We aim to provide an excellent education in a safe, supportive learning environment, where pupils are valued and have an opportunity to develop their knowledge, understanding skills, attitudes and can make positive contributions to the school community. All of which are necessary for their self-fulfillment and development as responsible, independent members in a multicultural society. The National Curriculum secures entitlement for all students to several areas of learning.

To ensure that pupils who have English as an Additional Language will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build knowledge that they already have of other languages
- Achieve at least as well as their peers, both academically and socially

To ensure that children with English as an Additional Language feel happy, safe, and supported at Birchfield Independent Girls School and will develop the confidence to thrive both at school and beyond.

To provide a supportive framework to allow close working relationships with parents/carers.

Identification of EAL Students

Pupils will be identified using:

- Information from previous schools if available.
- Prior school assessment test.
- Identification by subject teachers.
- Monitoring of student progress through teacher evaluation and assessment.

At Birchfield Independent Girls School teachers take action to help pupils who are learning English as an additional language by various means:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors, and idioms.
- Explaining how spoken and written English are structured for different purposes across a range of subjects.
- Providing a range of material that demonstrates the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Building of pupil experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

All pupils in Birchfield Independent Girls School follow the curricular arrangements for the National Curriculum. Pupils with English as an additional language do not produce separate work.

Generally, we do not withdraw pupils to receive EAL support. A variety of methods of support are used according to the age, stage of learning of the student and subject being taught. Usually after school tuition session / lunch time boosters in English works in partnership with subject teachers within classrooms. This may be supporting individual students, or small group of students, within which only one or two may be EAL pupils and the rest may would be the lower ability students.

Use of Key Stage Three Framework for Teaching English provides opportunities for pupils to develop their English, and we provide support for them to take part in activities.

The Key Stage Three Strategy helps pupils learning English as an additional language by:

- Building on students' experiences for language at home and at the previous stage, so that their developing uses of English and other language support on another.
- Providing a range of opportunities for pupils to engage in speaking and listening activities in English with peers and adults.
- If possible, providing bilingual support when necessary to extend vocabulary.

Resources

The following document is in support of working with EAL pupils.

<http://www.bfinclusion.org.uk/Documents/BF%20Downloadable%20Documents/Forms/Resources%20for%20Staff%20Working%20with%20EAL%20Pupils.pdf>

Responsibilities and Key Tasks

- To give EAL students a command of English, which, as far as possible, is equal to that of their peers, giving them full access to the whole curriculum.
- To develop the social skills of EAL students through encouraging active parental involvement in the school, through attendance at parents' evenings, achievement assemblies and other school events; by becoming school governors, classroom, or lunch-time assistants. The 'translation and interpretation of documents/letters etc. are valuable aids in this process.
- To organise and participate in events which raise cultural awareness in school.
- To contribute to combating racism in line with the Race Relations Act 2002.

Teaching and Learning Style

In Birchfield Independent Girls School, teachers take action to help students who are learning English as an additional language by various means and developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how spoken and written English are structured for different purposes across a range of subjects:
- Providing a range of material that demonstrates the different ways in which English is used:

- Ensuring that there are effective opportunities for talking, and that talking is used to support writing:
- Encouraging students to transfer their knowledge, skills and understanding of one language to another.

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit the ages, interests, and levels of abilities of the students
- Use of bilingual support whenever necessary or available.

Curriculum Access

All students in Birchfield Independent Girls School follow the curricular arrangements for the National Curriculum. Students with English as an additional language do not produce separate work.

Generally, we do withdraw students who receive EAL support. A variety of methods of support are used according to the age, stage of learning of the student and subject being taught. Usually, after school tuition session in English works in partnership with subject teachers within classrooms. This may be supporting individual students, or small groups of students, within which only one or two may be EAL students. However, if it is considered that a student would benefit from a short programme of withdrawal, as well as in-class one-to-one support, e.g. for intensive basic language input: giving confidence in building relationships with peers and adults or helping to feel more secure in new surroundings, then withdrawal is used.

Use of Key Stage Three Framework for Teaching English provides opportunities for students to develop their English, and we provide support for them to take part in activities.

The Key Stage Three Strategy helps students learning English as an additional language by;

- Building on students' experiences for language at home and at the previous stage, so that their developing uses of English and other languages support one another.
- Providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.
- If possible, providing bilingual support when necessary to extend vocabulary.

Assessment

Birchfield Independent Girls School uses its standard assessment procedures to measure the ability of the pupil. We also carry out ongoing recording of attainment and progress in line with school assessment procedures.

Areas of concern

Students who have problems with their vocabulary/reading/spellings and structuring sentences.

Appendix 1

English As An Additional Language (EAL)
Pupil Form

Students name:	Subject:	Date:
Class:		

<u>Area of concern:</u> _____ _____ _____
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Students name:	Subject:	Date:
Class:		

<u>Area of concern:</u> _____ _____ _____
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This document was produced January 2022 and is due to be reviewed January 2023.

Signed (Chair)..... Date.....

Print Name..... Date of next review.....

Headteacher.....