



## **EAL policy Ashdown House School**

### **1. Introduction**

Ashdown House School welcomes pupils with English as an additional language. We encourage children to develop confidence in their language acquisition through nurtured and supported opportunities, ensuring their experience at Ashdown House is holistic and in line with that of their peers.

EAL is a component of the Learning Support (SEND) Department and is located in the Log Cabin. This policy must be read in conjunction with the SEND policy as well as the school's policies on promoting good behaviour, equal opportunities, accessibility, anti-bullying and safeguarding, as together these form a statement of the principles underpinning all of the work of the school.

### **2. Statement of aims and commitment**

Through this policy we aim to enable pupils for whom English is an additional language to have full access to all subjects of the curriculum and to enable all pupils to achieve their maximum potential. We acknowledge that pupils' self-esteem is vitally important to their learning and we are mindful that pupils do not feel excluded by the fact that English is an additional language and are able to access all the opportunities available at Ashdown House School.

### **3. Context**

The Government defines EAL learners as those for whom:

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (*DfE School Census Guide 2016-2017, 2016 p.63*)

As a boarding school, we have a diverse range of learners joining us from countries including Spain, China and Japan, who make up approximately one third of the pupils on roll (*See SEND/EAL register for more detailed information*). Many of these pupils arrive with little knowledge of the language but through immersion and supported teaching opportunities our EAL children make similar progress and achieve similar levels of attainment to peers who are native English speakers. At Ashdown House, we recognise that some children can be classified as having EAL but may be fully fluent in English.

### **4. Key principles for second language acquisition**

At Ashdown House, we are aware that it takes five to seven years to develop Cognitive Academic Language Proficiency (CALP), which is the level required to manipulate English in order to participate fully in an educational system. It can take up to two years to develop Basic Interpersonal Communication Skills (BICS), which is the level used for social interaction. Language acquisition is best developed in meaningful contexts within the curriculum, and progress in the curriculum is linked to progress in language acquisition. A pupil's competence in his/her first language influences the subsequent learning of a second or third language.

We note that typical areas of difficulty for EAL pupils are:

- **Speaking** – manifested by being unwilling to ask questions or give opinions in class, difficulty in extended speaking or expressing views or complicated ideas;
- **Listening** – particularly detailed information or following instructions;
- **Writing** – incorrect use of tenses, irregular verbs or word order, weak spelling and lack of descriptive vocabulary;
- **Reading** - inability to understand subject-specific vocabulary, complex grammar or instructions;
- **Lack of cultural knowledge** - impacting particularly in History, Geography and RS;
- **Concentration** – when operating in two (or more) languages, until English proficiency improves work rate can be slow and pupil tires rapidly; this may appear as lack of effort or concentration.

## 5. EAL teaching and learning

### Additional provision

Additional sessions are offered to children who have English as an additional language if, on assessment and in discussion with parents, staff and the pupil, there is an identified need. Depending on each pupil's needs, individual lessons, paired or small group lessons may be provided at a cost to parents. Individual progress is tracked by EAL teachers using the DfE proficiency in English scale, use of the published schemes and in relation to formal testing completed in the main body of the school. Close informal links are maintained with all subject departments and house parents regarding progress and any impacts on academic work and behaviour. Resulting from this, lessons can be adjusted according to each pupil's specific needs. We regularly monitor individual pupils and their academic needs pertaining to each subject in order to make support lessons as relevant and useful as possible. Results of the initial (and subsequent) diagnostic tests are made known to all subject teachers, enabling them to vary their teaching method if necessary.

Children acquire language skills at varying rates and, as a result, some children have ongoing support with learning English whereas others only require a short, concentrated intervention. Additional EAL lessons can be discontinued if it is deemed that they are no longer needed. This decision is usually based on evidence of sustained progress from test results and through discussion with staff involved in the main curriculum areas as well as with the parents and the pupil.

### Whole class

In the whole-class setting, teachers are made aware of each pupil's individual needs, which enables them to differentiate and make reasonable adjustments to ensure all children can access and benefit from the curriculum. The following are examples of how adjustment strategies are managed:

- Teachers will be aware of EAL pupils and have access to background information (both social and academic).
- Teachers will set suitable learning challenges for EAL pupils and differentiate according to their individual needs.
- Teachers will respond to EAL pupils' language needs by teaching key vocabulary.
- Teachers will sit EAL pupils near the front where they can see the teacher's whole face.
- If appropriate, and where possible, teachers will provide prior knowledge of lesson content to EAL pupils. This will give more relevance to the lesson to be taught and enable pupils to progress more quickly.

- Teachers will speak clearly and slowly, re-phrasing rather than repeating.
- Teachers will be aware of the register they are using when communicating with EAL pupils.
- Teachers will check EAL pupils have understood by asking them to express the point in their own words (this may need to be done after the class has finished in order not to highlight the pupils' difficulties).
- Teachers will allow bi-lingual dictionaries to be used.

### **Pupil achievement and personal development**

In the EAL Department, we carry out initial assessments and progress trackers to mark the beginning and the end of each term and to inform our planning. In addition, we use school exams to note pupils' attainment and to monitor how this changes over time. We then alter our approach accordingly. Our lessons focus on developing the knowledge, understanding and linguistic skills needed for EAL students to become proficient in all aspects of English - reading, writing, speaking and listening - so that they can communicate effectively and access the curriculum as fully as possible. Academic achievements are celebrated with show ups in assemblies and staff may also support pupils on the sports pitch and in the theatre. EAL teachers encourage pupils to take ownership of their learning through actively encouraging them to discuss their own targets and so develop their self-understanding and decision-making skills. In addition to planned opportunities, there are also ad hoc occasions where staff support pupils with regard to spiritual and moral understanding, taking into account their diverse religious and cultural backgrounds. Social development is supported through small group and paired work to enable them to work effectively with others - a skill that is transferable to the wider boarding school environment. The nurturing and supportive atmosphere of the Log Cabin allows teachers to become aware very quickly of any social or health issues and so deal with them accordingly and swiftly. *(To be read in conjunction with the SEND policy appendix (ix).)*

### **Promoting British Values**

Within the EAL department, we strive to develop understanding, tolerance and harmony between different cultural traditions. We model and encourage an open-minded attitude when teaching groups of children with mixed ethnic backgrounds. Where appropriate, we provide planned opportunities to ensure children acquire a knowledge of public institutions and services in England. Often, speaking and listening skills are developed using current affairs and politics as a stimulus and there is opportunity for comparison between the British systems and those of the pupils' native countries. *(To be read in conjunction with the SEND policy appendix (vii).)*

### **Informal Opportunities**

Where possible, staff make good use of informal opportunities to develop the language of the children in their care. This may be through discussion about activities when a staff member is on break duty, conversation over mealtimes or even during bed changing up on the landing *(See opportunities to support EAL learners).*

## **6. Planning, monitoring and evaluation for EAL**

After having assessed the children and having liaised with key members of staff, parents and the child himself/herself, individual targets are set by the EAL teacher and these are delivered in individual, paired or small group weekly sessions. Targets are shared with the whole teaching staff so that opportunities for cross-curricular links can be made. In addition, parents are kept informed within regular emails, in the end of term reports and in half-termly assessment cards. We encourage

parents to communicate with the department for any further information on their child's language acquisition.

At the end of term, targets are assessed to ascertain progress and new targets formulated for the following term if required.

## 7. Special Educational Needs and Gifted and Talented Pupils

A pupil has SEND where his or her learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

At Ashdown House School, we aim to provide a broad and balanced curriculum for all pupils, regardless of learning needs. Suitable learning challenges should be set to enable every pupil to experience success and achieve to the best of his or her abilities. The work for pupils with SEND should be differentiated either by task or outcome as appropriate, and expectations will vary according to ability. Policy, plans and schemes of work take account of pupils with an Education, Health and Care Plan. *(To be read in conjunction with the SEND policy).*

It is important to note that a child who is learning English is not necessarily a child with SEND. Children with EAL are also added to the school's gifted and talented register as appropriate. Language acquisition should not present as a barrier to the recognition of a specific skill.

## 8. Assessment and record keeping

We assess new pupils' language levels as soon as possible after their arrival using the DfE proficiency in English scales and using a placement test relating to the Common European Framework for Reference in Schools (CEFR) to ascertain which Cambridge scheme to place the child on. Tests are carried out to determine proficiency in reading, writing, listening and speaking, which indicate how much support is needed. Assessment is an ongoing process and will continue until a child reaches at least level D on the DfE scale. In addition, children are assessed in line with their peers and results are analysed to ensure comparable progress and attainment.

DfE Proficiency in English Scales:

A	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/ repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
B	Early Acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple

		instructions and can follow narrative/ accounts with visual support. May have developed some skills in reading and writing. May have some subject-specific vocabulary/still needs a significant amount of EAL support to access the curriculum.
C	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some occasional/ EAL support to access complex curriculum material and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/ her first language. Operate without EAL support across the Curriculum.

## 9. Resources

At Ashdown House, we follow the Cambridge publications relating to the KEY, PET and FCE examinations. In addition, we supplement this scheme with materials depending on the needs of the children.

## 10. Key responsibilities and staff development

<p><b>Mrs Caroline Hawkins</b></p> <p><b>BA (Hons), PGCE, QTS, NASENC</b></p> <p>Head of Department (SENDCo) and Learning Support Teacher</p>	<p><b>Ms Sally Adams</b></p> <p><b>BA (Hons), PGDip, ILEA Cert., CELTA</b></p> <p>EAL Teacher</p>
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	<b>Mrs Louise D'Albertanson</b> <b>BA (Hons) QTS, TEFL Cert.</b> EAL and Learning Support Teacher
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**12. Monitoring, review and evaluation of policy**

Policy to be reviewed by CH September 2020

**Appendix 1 EAL policy**

**Opportunities to Support EAL learners**

How to make the most of opportunities to support EAL learners in informal and formal settings

**Break duty**

- o Teachers to chat to the children.
- o Ask the children what they are doing to elicit vocabulary and develop grammar.

**Meal times**

- o Discussion at lunchtime using the meal as the context - perhaps develop vocabulary.

**On the Landing**

Use of practical activities to teach e.g. bed changing. Talk about what the children are doing – do they know the vocabulary? Can they use a variety of tenses correctly?

**General**

- o PRAISE
  - o Correct grammar and encourage the pupil to try again
- children of the same nationality, group work - ensure EAL pupils are encouraged to be the secretary/speaker etc. to use their English skills in context.
- o Don't ban home language out of class, but gently encourage use of English.

**In class – taken from Bell Foundation *Classroom Support Strategies – working with EAL learners in Primary Settings***

Nexus website.

Ensure high expectations.  
See Bell Foundation pack (in common room) and



### **Ongoing differentiation**

Speak clearly and slowly. If an idiomatic expression is used, expand the utterance to include a 'plain English' equivalent ('It's raining hard', not 'It's bucketing down').

Regularly reinforce simple language expressions by providing the learners with written or oral models of the language you want them to produce.

To make meaning clear, use your facial expression, tone of your voice, your body (gestures, quick mimes).

Always point to the key word or picture you are referring to.

Use collaborative activities as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/spotting/sequencing activities, or use of graphic organisers

Provide key questions in advance.

Keep instructions clear and simple with repeated instructional phrases/words.

Keep providing opportunities to speak and respond to questions.

Scaffold speech using speaking frames and substitution tables.

Have a mini- whiteboard to hand to create on-the-spot visuals or to reinforce key words.

Use sequencing activities.

Use visual support such as props, objects and pictures and word mats.

Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.).

Provide a visual timetable (good for whole class; especially good for EAL learners).

Provide a bilingual dictionary.

Plan for, teach and model vocabulary and language structures needed for topic/task/genre.

Teach key words and phrases for topics being covered in class (see EAL Nexus page on introducing new vocabulary).

### **Classroom organisation**

Pair with first language buddies to support understanding, and sit the EAL learner next to other learners who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them).

Give the learner a role in group work e.g. time keeper, tally recorder.