

Liverpool College Preparatory School



Liverpool College

English as an Additional Language (EAL) Policy

2009

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Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of English as an Additional Language in the Prep and Pre-Prep Department of Liverpool College. This policy is the formal statement of intent for EAL and its implementation is the responsibility of all staff.

‘Under the Every Child Matters Framework Liverpool College strives to ensure that all children attending the school are (i) healthy; (ii) stay safe; (iii) enjoy and achieve; (iv) make a positive contribution; and (v) achieve economic well-being.

This Policy is focussed on ensuring that children “enjoy and achieve” and “make a positive contribution” in accordance with obligations under the Every Children Matters Framework and sets out the procedures which Liverpool College Nursery and Pre Prep and Prep need to be aware of in order to safeguard and promote the welfare and well-being of all children.

What is EAL?

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language - it is for pupils spending a short time in Britain, and for those who have settled here permanently.

EAL is the study of English by students who already speak at least one other language or who come from a home in which a language other than English is used. Learning and communicating in our society is dependent on competence in English. Communication skills give students access to more choices in learning areas, possibilities for contributing to the school culture and post school options in the work force and further education.

Aims

The aims of teaching EAL are:

- To fulfil the National Curriculum entitlement for all children to a number of areas of learning, in order to develop the knowledge, understanding, skills and attitudes which are necessary for their self-fulfilment and development as responsible citizens.
- To promote the principles of fairness and justice for all through the education that we provide;
- To meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

To achieve these aims it is important that all students study a broad and balanced curriculum, which provides opportunities for children to practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning.

Teaching and Learning Style

At Liverpool College Prep and Pre-Prep , teachers take action to help children who are learning English as an Additional Language by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight 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 children to transfer their knowledge, skills and understanding of one language to another;
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Where possible and appropriate, providing examples of a variety of writing in the children's home language as well as in English.

EAL and Inclusion

Also see Inclusion Policy

All EAL pupils are entitled to a broad, balanced and relevant curriculum whatever their ability. We aim to fully include EAL pupils, as all pupils benefit from watching and listening to other children demonstrating and explaining their methods.

We provide learning opportunities that are matched to the needs of children with EAL. Teachers will include all pupils through differentiation. Teachers provide individual support to children with EAL either before or after the main lesson.

In addition to differentiation within the class, we provide additional Learning Support to EAL children , as deemed necessary. This support is on a withdrawal basis and is flexible in its nature, as we respond to individual need. Depending on the child's level of competence in English , this support may be individual or small group , and may take place once, twice or several times weekly. A child with very little spoken English will initially have sessions which concentrate on conversation, and building the child's confidence. Children may also follow the Sounds-Write programme to improve their literacy skills in English at an appropriate level. A variety of simple English workbooks are used, along with the SRA Reading Laboratory to improve comprehension skills. We may also make other adaptations to help the EAL child , such as withdrawing the child from certain activities such as assemblies , which may be particularly daunting at first.

The aim is for the EAL child to feel that the support is available whilst they need it , but to encourage them to take a full part in school life , and become a confident and happy member of the school.

Assessment

At Liverpool College Prep and Pre-prep we see assessment as an integral part of the teaching and learning process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Information for assessment will be gathered in various ways: by talking to the children, observing children working and marking their work. Teachers will use these assessments to plan further work throughout the curriculum.

Through assessment we aim to:

- Offer all pupils the chance to show what they know, understand and can do;
- Help pupils to understand what they can do and what they need to develop by involving pupils in their own learning through target setting;
- Enable teachers to plan more effectively, to reflect the needs of the children;
- Relate to shared learning objectives in order to achieve consistent standards in the curriculum;
- Provide information in order to evaluate our work and raise standards.

Assessment is carried out at three levels:

Short-term assessments are an informal part of every lesson and are closely matched to the learning objectives.

Medium-term assessments are carried out every half-term in order to review and record the progress pupils have made in relation to key objectives in each curricular area.

Children within the Prep and Pre-Prep School are assessed formally at various times during the school year, when pupils' attainment is measured against school and national targets. (please see the Assessment and Reporting Policy for details).

Assessment arrangements of the National Curriculum Tests (SATs internally marked) allow us to make special arrangements for children who are learning English as an Additional Language where appropriate.

With all assessment regarding the EAL child, the child's needs and abilities are considered , and a judgement is made as to whether the assessment is appropriate for the particular child at that time.

Reporting To Parents

Reporting to parents is undertaken formally through twice yearly written reports and parents' evenings. Regular progress reports are given to parents of EAL children either at informal meetings, by written reports or e-mails to parents and/ or their interpreters.

Role of the Co-ordinator

In Liverpool College Prep and Pre-Prep, the SENCO is responsible for co-ordinating EAL throughout the school. This includes:

- Encouraging and supporting colleagues;
- Maintaining continuity and progression between Foundation Stage, Key Stage 1 and Key Stage 2;
- Monitoring the standards of children's work, planning and the quality of teaching children who have EAL;

- Implement effective programs for EAL learners to develop their English language competency for learning across the curriculum and full participation in the wider community;
- Keeping informed about current developments in EAL and passing on information to other colleagues;
- Attend suitable INSET provided by LEA consultants and other bodies when available.

This policy is available for parents to read on the College Website. Parents are also welcome to view the policy in school or we will send them to you, on request.

This policy will be reviewed every two years, or earlier if necessary.

D Buglass
SENCO
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