



## Policy on Teaching Pupils With English as an Additional Language (EAL)

This policy is for all pupils at Hampton Pre-Prep and Prep School, therefore includes the Early Years Foundation Stage (EYFS) (Kindergarten and Reception), Pre-Prep and Prep Departments.

### Definition

This policy is concerned with bilingual learners who have a home language (defined as the first language spoken at home) other than English, and who are in the process of learning to use English as an additional language for educational purposes. Pupils identified as EAL remain on the EAL register throughout their time at Hampton Pre-Prep and Prep School.

### Rationale

The School is committed to making appropriate provision for teaching and learning for pupils for whom English is an additional language. The School will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum and other activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for language development of EAL pupils. Having a home language other than English is not considered a learning difficulty, but the School recognises that a child who has EAL may also have a learning difficulty or disability, which calls for special educational provision to be made for him or her needs. Lack of English is not equated with lack of knowledge, skills or understanding. At Hampton Pre-Prep and Prep, we recognise that fluency in the home language supports language mastery, therefore, it is important to seek an understanding of a pupil's developmental history with regard to communication as soon as is practicable.

### Admissions Policy

EAL applicants are subject to the same admissions procedures as other applicants. Those with EAL needs to be identified on the application form or by their current school so they are made known to the School in advance.

The two main points of entry to Hampton Pre-Prep and Prep are at 3+ (Kindergarten) and 7+ (Year 3). Pupils seeking filler places into Kindergarten to Year 2 always meet the Head of Pre-Prep and/or Head of Learning Support (Pre-Prep) prior to entry. Pupils in Year 3 to Year 6 seeking places are required to take assessment papers in English, Mathematics and Reasoning. They also meet with the Headmaster and/or Deputy Head Academic; this is to gauge the levels at which the child is working and to diagnose whether extra support or reference to the Head of Learning Support (Prep) is necessary. Please refer to the Admissions Policy for further details.

Date updated	April 2018	Date ratified by Governors	June 2018
Date for next review	April 2019	Reason for review	Annual review

**Aims:**

We aim 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 on knowledge that they already have of other languages and cultures.

**Our aims will be achieved by:**

- Providing a welcoming ethos in School and a safe classroom environment;
- Recognising the importance of the role of parents and the need to communicate with parents in their home language where appropriate and possible;
- Providing appropriate cultural resources where possible and celebrating language and cultural differences;
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition;
- Differentiation in the planning of lessons;
- Staff being aware:
  - that although most EAL pupils become conversationally fluent within two years, it may take several more years for them to become fluent writers;
  - that EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers;
- Measuring/monitoring the acquisition of English as an additional language via observations in the classroom and through the assessment programme within the School;
- Making staff aware through the pupil's EAL needs via discussions at staff meetings;
- Providing additional learning support for EAL outside of normal lesson times where appropriate;
- Providing appropriate funding for resources and training of staff.

**EYFS**

EYFS principle: Unique Child – Inclusion & Well-being

Outcome: Enjoying and Achieving

EYFS Section 1 - Learning and Development states that 'For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home' and, furthermore, we must 'also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year. When assessing communication, language and literacy skill, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is a cause for concern about language delay.'

**Further support**

Support may be sought from external agencies. In the EYFS, further assistance can be sought from the Early Years Consultants within LBRuT.

**Resources**

Appropriate resources for using with younger children can be borrowed from Windham Nursery (Windham Road, Richmond, TW9 2HP Tel: 020 8831 6060) through their loans scheme. The National Strategies Guidance, "Supporting children learning English as an Additional Language" is used as appropriate.

Books in dual languages are available from:

Mantra 020 8445 5123

Letterbox Library 020 7226 1633

Tamarind Books 020 8866 8808

**EAL Register**

This information is held on SIMS. Additionally, the Head of Learning Support Pre-Prep keeps a register of pupils for whom English is additional language in the Pre-Prep department and will offer support as necessary and appropriate.

Please see Appendix 1 for further information about supporting pupils with EAL in school.

This policy should be read in conjunction with the School's Admission Policy and the Learning Support Policy.

## **Appendix 1**

### **EAL Stages and Suggested Support Strategies for Developing Bilinguals** **(based on DFES Descriptors)**

#### **Stage 1 – Beginners/Post-Beginners**

Beginners of English often go through what is called a ‘silent period’. At this stage, they are lacking in confidence and do not produce much English, but they are absorbing and learning all the time. This period can last up to 6 months. Tasks will need to be differentiated so that their understanding can be assessed rather than their level of English.

#### **Strategies:**

- Pupils must be included in lessons and activities as much as possible;
- Pupils must be given the opportunity to be active listeners and to follow examples from peers;
- Provide annotated diagrams;
- Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e.g. diagrams, pictures, objects, DVDs etc.);
- Write homework instructions on the board and at the same time give them verbally;
- To measure understanding, allow them to choose an answer or write a single word down;
- Suggest pupils draft ideas and plans in their first language;
- Encourage the use of an indexed glossary book where key words and phrases can be entered – with an example of use in context where appropriate.

#### **Stage 2**

Pupils at this stage are confident speakers of English, although they may make grammatical mistakes, especially in unfamiliar contexts. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. In reading they will be able to decode reasonably well and will be beginning to acquire writing skills.

#### **Strategies:**

- Pupils may need support with reading and fully understanding a text – provide word lists, summaries, abridged versions, listening books;
- Use plenty of visuals: charts, diagrams, semantic webs, DVDs, etc.;
- Use writing frames to help with structure of writing tasks supported with key subject vocabulary, especially in subjects which use complex language and ideas such as Geography, Science etc.;
- Provide tables/flow charts/timelines on which the pupils can record information in an organised form;
- When asking questions allow time for the pupil to choose the right linguistic structures to express themselves - return to the pupil when s/he has had the chance to construct and practise the answer - discreetly rephrase grammatical errors as part of your response;
- Encourage pupils to model language by repeating instructions for a partner to follow – particularly in Science investigations;

- Always provide written/simplified instructions in addition to verbal instructions;
- Encourage pupils to start to plan and draft their ideas in English;
- Continue use of an indexed glossary book in which key subject words and phrases can be entered;
- Provide suitable exemplars.

### **Stage 3**

At this stage, pupils will appear to be native English speakers on the surface. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Reading/decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently with ease. Pupils will need support to read for deeper/underlying meaning and to understand texts in which grammatical structures are particularly complex. There may be a significant difference between a pupil's oral performance in class and their written work. Often, written work will be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features.

### **Strategies:**

- Highlight, read and discuss areas of text that have difficult grammatical structures, deeper meaning;
- Use a buddy with good language ability to discuss the text;
- Use plenty of visual material – charts, diagrams, semantic webs, DVDs;
- Provide listening books to follow English texts if possible;
- Use more sophisticated writing frames to support written work;
- Give a list of the technical vocabulary and specific language features required for any specific topic;
- Provide an exemplar as a written model;
- Encourage the use of computers for written work to make redrafting/correcting work easier;
- Ask the pupil to read and highlight key points in text for note making.

### **Stage 4**

Stage 4 pupils are very confident speakers, readers and writers of English and for the most part, no longer qualify for EAL support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and sayings (also known as 'nuances', e.g. "pull your socks up!") and may not understand cultural references. In addition, there may be some residual issues with writing.

### **Strategies:**

- Develop awareness of inference and nuances;
- Refer to and discuss cultural references;