HARVINGTON PREP AND NURSERY SCHOOL

EAL POLICY

English as an Additional Language Policy (EAL)
This policy is a statement of Harvington Prep School's aims and strategies to ensure that all EAL pupils fulfil their true potential.

Introduction
Cultural and Linguistic Diversity
All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community.

Aims and Rationale
The school recognises that a child's ability to access the curriculum may be ahead of their English language skills. The school recognises that language development is the responsibility of all teachers. Teachers will take specific action to support all children for whom English is an additional language, to develop their spoken and written English.

Aims of the EAL Policy
The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); therefore, raising pupil achievement and aspirations.

Equality
To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

Diversity
To meet our responsibilities to EAL pupils by ensuring equal access to the curriculum and the achievement of their educational potential.

Belonging and Cohesion
To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy
- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems

Principles of EAL
The Learning Support department is aware of good practice promoted by such bodies as the Commission for Racial Equality, NALDIC, The British Council and SENJIT.

Principles include:
- Activating prior knowledge
- Provision of a rich contextual background to make input comprehensible
- Actively encourage comprehensible output
- Drawing the learner's attention to the relationship between form and function, making key grammatical elements explicit
- Developing learner independence

Strategies for Teaching and Learning
Children who have English as an additional language are integrated, as far as possible into the curricular work of the form they join.

Where it is necessary to withdraw children for specialist EAL provision the aim is to develop their language skills as quickly as possible.

When a child discontinues withdrawal provision the Learning Support teacher consults with the form teacher on a half termly basis to monitor the child's performance.

EAL timetables take into account school events during the year to ensure that, excepting long or frequent absences, children receive their agreed amount of provision.

Strategies for Ensuring Progress and Continuity
Before admission the school seeks parental help to obtain as much relevant information as possible about a child, such as their previous educational experience and skills in other languages. This information is used to assist the school in determining the appropriate level of EAL provision.

An initial EAL assessment makes use of all information provided. Children are then assessed in the four skills using such materials as the UCLES English Tests for Young Learners. They also complete other entrance tests if deemed appropriate by the Head Teacher.

After assessment, the learning support teacher consults with the form teacher who then makes a recommendation to the Head Teacher regarding the level of EAL provision needed. If the Head is satisfied that the school can appropriately provide for the needs of the child a place will be offered.

This initial recommendation for EAL provision is subject to review on a regular basis. The learning support teacher, in consultation with the form teachers, develops a child's termly EAL goals. This will take into account all of the available information and is responsive to individual needs as dictated by level of language development and current curriculum needs.

Goals and reviews are produced for each child on a termly basis. Weekly plans are made detailing aims, objectives/skills and an evaluation given for each child.

Support for Class/Subject Teachers

The learning support teacher will liaise with class/subject teachers and is always available to offer guidance and advice.

Strategies for Assessment and Marking

An initial assessment must be made in order to establish the level of support required. Before admission, parental help is sought and other relevant information gathered, e.g. school reports from previous schools and ability in other languages, too assist in determining the level. An initial EAL assessment is made during an interview. If the child appears to be at beginner level, then pictures and real objects are used to establish the level of vocabulary and oral English, including pronunciation. The child may be asked to produce a picture of, for example his/her family and to write names of the people in the picture. Those children who have greater command of the language will be asked to complete the regular entry test in English for native speakers of English in their year group. This will show up any aspects of the child's use of English which may require support. The assessment will be followed by a recommendation for a level of support deemed appropriate for the child. A recommendation for the scale of support is then made.

The initial recommendation for support is reviewed on a regular basis. The learning support teacher, in consultation with form teacher, develops the child's termly goals, which are available to staff on the server and on file in the staff room. A clear set of targets is provided for each child. These targets are largely informed by the criteria listed on the speaking and listening continuum. **(Annex 1)** This continuum is regularly highlighted to show a child's achievement and is available here as attachment (1). Testing of reading and writing is carried out on a day-to-day review of the written work and through the end-of-unit tests which accompany the child's grammar course book. These tests are also used to assess the level of competence in use of English grammar. Anecdotal records, kept alongside the daily/weekly planning, play an important role in the assessment procedure.

Early Years records of achievement are kept on the attached document (**Annnex 2).**

Marking

Marking work in EAL has to be a flexible procedure, depending largely on the level of ability in English of the child concerned More advanced children's work can be marked for spelling, punctuation, content etc., as they would in a mainstream class and according to the school's policy on marking. Constructive comment may be written in response to a piece of work.

Children who are not yet sufficiently competent for this kind of marking will have their work marked with a particular focus on specific areas of the work. It is often more appropriate for the 'marking' to be through verbal comments and suggestions for improvement as the level of ability in reading is insufficient for written comment to be relevant.

It is considered important that work is marked mostly in the presence of the child, as oral communication is likely to be the most effective way.

Strategies for Recording and Reporting
There is an agreed system for setting and reviewing goals. A clear set of targets are provided for children who have English as an additional language. These are reviewed and revised as appropriate. The goals are informed to a large extent by the assessment criteria available as a continuum. The assessment procedure involves a speaking and listening continuum, which is to be updated on an individual basis at regular intervals and the testing of reading and writing largely through the end-of-unit tests in whichever grammar programme the child has been using. In the early years the assessment is more appropriately carried out through an interview with the child and anecdotal records.

Use of Resources
EAL resources are stored centrally in the Learning Support Room, to be taken by teachers working in other buildings as required. There is a generally accepted division of course books appropriate for each age range, additional materials being used as the need arises. There is a library of books a for children to borrow.

Use of ICT
The department makes use of ICT mainly for individual word processing and research.

Health and Safety
The Learning Support Room follows the school's health and safety procedures.

Planning
Goals and reviews are produced for each child on a termly basis. Weekly plans are made detailing aims, objectives/skills and an evaluation given for each child.

These IEPs are then placed on School Sharepoint/Prep Drive for staff reference.

Differentiation
By its nature, EAL teaching is differentiated. When children are taught in groups, the groups are small and there is the opportunity for differentiated materials or approaches. Alternatively, differentiation can be achieved by regrouping.

Roles and Responsibilities
The Learning Support teacher is responsible to the Head of the school.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) LISTENING AND SPEAKING CONTINUUM. (Annex 1)

New to English	Early Acquisition	Becoming Familiar
(L&C) Listens attentively to an English speaker with guidance.	(L&C) Begins to follow illustrated stories and classroom instruction.	(L&C) Begins to listen attentively to an English speaker.
(L&C) Follows one-step directions.	(L&C) Follows two-step directions.	(L&C) Follows multi-step directions.
(L&C) Uses context cues to respond appropriately to classroom routines.	(OE) Responds to greetings with single words and/or phrases.	(OE) Begins to use English in social situations.
(OE) Responds to greetings with nods and gestures.	(OE) Begins to respond to simple questions with one-word answers.	(OE) Responds to greetings with phrases.
(OE) Responds to simple questions with guidance.	(OE) Begins to express needs and gives basic information (e.g. "I'm fine" and "this car").	(OE) Responds to simple questions with more than one-word answers.
(OE) Expresses needs in English with single words and gestures.	(OE) Participates orally in classroom discussions with guidance.	(OE) Uses different language functions in discussions (e.g., predicting and describing) with guidance.
(OE) Participates non-verbally in the classroom.	(V) Uses some basic classroom vocabulary.	(OE) Participates in classroom discussions and offers opinions and feedback with guidance.
(V) Names simple objects with guidance.	(V) Understands everyday classroom and subject area language with guidance.	(V) Begins to understand classroom and subject area language.
(P&F) Repeats English words and phrases with guidance.	(P&F) Begins to repeat new English words and phrases clearly.	(V) Begins to use expanding vocabulary that is less context-bound.
(P&F) Echoes single words and/or short phrases.	(G) Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g. "I want to go shop buy to").	(P&F) Begins to speak English clearly.
(G) Produces single words and/or stock phrases with guidance.	(A) Practices English and tries new words and phrases.	(G) Communicates using short phrases and simple language patterns.
(A) Demonstrates enthusiasm about learning English.		(G) Begins to use connected discourse (e.g. "Yesterday I go pool and I swam").

Becoming Competent	Becoming Fluent	Fluent
(L&C) Begins to contribute to group discussions and offer opinions and/or feedback during discussions.	(L&C) Listens attentively to an English speaker.	(L&C) Contributes to group discussion with ideas and appropriate suggestions.
(L&C) Paraphrases oral information with guidance.	(L&C) Listens to others and offers opinion and/or feedback.	(L&C) Paraphrases oral information independently.
(OE) uses English in social situations.	(L&C) Begins to paraphrase oral information.	(OE) Communicates competently in social and academic settings.
(OE) Begins to respond to more complex questions.	(OE) Uses language appropriately across the curriculum for different purposes and audiences.	(OE) Participates and performs competently in all subject areas.
(OE) Expresses needs and gives information independently.	(OE) Responds to complex questions independently.	(OE) Employs a full range of language functions independently, using abstract and complex language to express ideas and opinions appropriate to age.
(OE) Begins to ask questions to clarify content and meaning.	(OE) Asks questions to clarify content and meaning.	(OE) Speaks with confidence in front of a group.
(OE) Begins to use more complex language functions (e.g. hypothesizing and reasoning) within an academic context.	(OE) Develops awareness that there are appropriate forms and styles of language for different purposes and audiences.	(V) Understands a wide range of classroom and subject area language with native competence.
(V) Begins to use an extensive vocabulary, using some abstract and specialized subject area words.	(OE) Begins to speak with confidence in front of a group.	(V) Uses vocabulary approximating that of a native speaker.
(V) Understands classroom and subject area language with repletion, rephrasing, or clarification.	(V) Uses more extensive vocabulary, using abstract and specialised subject area words independently.	(P&F) Speaks as fluently as a native speaker.
(P&F) Speaks English clearly.	(V) Understands classroom and subject area language at nearly normal speed.	(P&F) Varies speech appropriately using intonation and stress independently.
(G) Produces longer, more complex utterances using phrases, clauses, and sequence words (e.g. "next" and "then")	(P&F) Speaks English with near-naïve fluency; any hesitation does not interfere with communication.	(G) Uses a wide range of language patterns and complex compound tenses to create properly connected discourse (e.g. "Tomorrow I will be going on a long trip and I will see my good friend")
(G) Begins to use correct form when asking questions.	(P&F) Begins to vary speech appropriately using intonation/ stress.	
(G) Begins to use correct verb tense to express present, past, and future.	(G) Uses correct form when asking questions.	
(A) Shows interest in improving language skills and accuracy.	(A) Speaks confidently and uses new vocabulary flexibly.	

OE: oral expression
V: Vocabulary
P&F pronunciation and fluency
G: grammar
A: attitude.

ANNEX 2:   **HARVINGTON PREP SCHOOL EARLY YEARS SECTION (Annex 2)**

EAL EYFS profile of competence in Speaking and Listening

Name	
Class	
Languages spoken	
EAL Scale	
Date of entry to school	

	TERM:	**Beg T1**	**End T1**	**End T2**	**End T3**
New Arrival	Plays silently/ uses first language				
	Watches others and joins in activities				
	Expresses needs using gesture/ single word/ first language				
	Beginning to respond to everyday greetings				
	Responds non-verbally to simple questions/ instructions				
	Understands names of some familiar classroom objects				
If 'no' to any of the above, the pupil is at the 'New Arrival' stage. If 'Yes' to all of the above the pupil is at the 'New Arrival' stage or above.					
Beginner	Understands some basic classroom/ playground English				
	Beginning to use English to take part in games and other simple collaborative activities				
	Beginning to join words to make phrases to express needs.				
	Communicates simple meanings efficiently in informal situations, though with many non-standard features				
	Responds verbally to simple questions/ instructions				
	Repeats words/ phrases of other pupils or adults				
	Follows simple stories, with visual support and repetition				
	Names some common objects which are physically present				
	Beginning to engage in role- play with peers				
If 'no' to any of the above, the pupil is at the 'New Arrival' stage. If 'Yes' to all of the above the pupil is at the 'Beginner' stage or above.					
Post-Beginner	Beginning to expand phrases to formulate statements				
	Describes things in terms of colour/size/quantity				
	Speaks fairly fluently about familiar topics, especially in informal situations				
	Follows a simple story with visual support				
	Joins in repeating stories, songs and rhymes				

	Gives information on familiar topics (for example, self or home)				
If 'no' to any of the above, the pupil is at the 'Beginner' stage. If 'Yes' to all of the above the pupil is at the 'Post-Beginner' stage or above.					
Pre-Intermediate	Understands and perhaps becomes involved in class or group stories or discussions				
	Beginning to use simple adjectives and adverbs				
	Follows the gist of a more complex story with visual support				
	Speaks briefly about familiar topics/ activities, especially in everyday, informal situations				
	Engages confidently in role-play with peers				
If 'no' to any of the above, the pupil is at the 'Post Beginner' stage. If 'Yes' to all of the above the pupil is at the 'Pre-Intermediate' stage or above.					
Intermediate	Understands most curriculum- focused teacher-talk with visual support and repetition				
	Has enough vocabulary to express most ideas				
	Can retell a story in sequence				
	Can answer questions about a story				
If 'no' to any of the above, the pupil is at the 'Pre-Intermediate' stage. If 'Yes' to all of the above the pupil is at the 'Intermediate' stage or above.					
Near native competence	Has a command of subject specific vocabulary				
	Understands most information presented orally				
	Speaks with reasonable fluency about topics/ activities				
	Engages in sustained conversation with adults/ peers				
	Understands most of the detail of a more complex story/ current topic				
	Beginning to sort out fine detail (for example, plurals, s/he)				
	Beginning to show some control of tenses in story telling and reporting events				
	Uses simple, regular past tense accurately and appropriately (for example, I liked/ we played/ they painted) and shows some control of a range of other tenses				
If 'no' to any of the above, the pupil is at the 'Intermediate' stage. If 'Yes' to all of the above the pupil is at the 'Near native competence' stage or above.					
Full native competence	Speaks confidently, fluently and accurately with no more non-standard features than the average native speaker of English of a similar age.				
	Understanding is commensurate with that of the average native speaker of English of a similar age.				
If 'Yes' to both of the above the pupil is at the 'Full native competence' stage.					

Reviewed By:	Harmandeep Sehmbhy
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