



Tormead School - EAL Policy

This policy sets out the aims and objectives of assisting pupils for whom English is an additional language at Tormead School.

The government defines EAL learners as follows:

'a pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Tormead has a number of pupils on roll who are exposed to a different language at home. In practice, for nearly all of these pupils English is their dominant language; if this is not the case, their level of fluency in English is generally such that they do not require specific intervention by the school. Tormead aims to promote equality of opportunity for all learners for whom English is an additional Language (EAL) and to deliver a broad, balanced curriculum which reflects the needs of these children. These aims are in line with the school's ethos of promoting inclusivity and tolerance, the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer.

The detailed measures and arrangements in place at the Prep School are included in the Annex.

In Senior School it is recognised that in a very small number of cases, pupils may still require some support with English (in particular written English). If a concern is raised by a teacher about a pupil, a questionnaire is circulated in the usual way and the pupil will continue to be monitored closely. Where necessary, teachers support the very occasional pupils whose standard of English is felt potentially to be a barrier to their potential by using strategies such as:

- writing up key terms or difficult spellings
- providing a list of key terms and definitions
- extending their explanations for clarity
- sitting the pupil at the front of the class for ease of linguistic support
- encouraging the pupil to attend subject surgeries

Places are only offered to pupils where their proficiency in English is such that the measures outlined in this policy provide sufficient support for them to have equality of opportunity to access the curriculum.

This policy is reviewed annually by the Senior Management Team.

Date of Last Review 13th October 2021

Annex

EAL in Tormead Prep School

The objectives of EAL

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To actively liaise with parents to help them to support their children's learning.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge and skills for teaching EAL learners.

Identification of EAL

Defining EAL

An EAL pupil is a pupil who has English as an additional language. This includes pupils who are fully bilingual and all those at different stages of language acquisition. Our EAL pupils may be:

- New Arrivals (from a foreign country and school)
- New Arrivals (from a foreign country but an English-speaking school)
- Born abroad (but moved to England at some point in their childhood)
- Born in the UK (but their family do not have English as their first language)

Within Tormead Preparatory School, the following EAL stages are used:

- A = New to English
- B = Early Acquisition
- C = Developing Competency
- D = Competent in English
- E = Fluent in English
- N = Not yet assessed

EAL in Context

The EAL register at Tormead Preparatory School is a live document, updated as pupils arrive. We have pupils from a range of countries and the celebration of this diverse pupil population is embedded throughout the school.

Identification

Initial information is gathered from parents / guardians, and also from previous Primary schools. This information is then analysed and from there it is decided whether further assessments need to be made. When a pupil takes the Tormead Entry paper consideration of their EAL status is made to separate ability from language.

Assessment

In order to decide which EAL stage is most appropriate for each EAL Pupil, assessments can be made through a variety of methods:

- An analysis of the initial identification information from parents / guardians and previous schools
- Entrance paper
- Work sampling
- Staff comments and observations
- Input from pupils themselves

Pupils will then be assigned an appropriate EAL stage (A-E) and this information will be loaded onto the EAL register. Staff will be able to access all relevant information. Using this information, decisions will be made on the most appropriate provisions for individual pupils.

Tormead Preparatory School recognises that most EAL pupils needing support with their English **do not** have SEN needs. However, should SEN needs be identified during initial assessments or observations, EAL pupils will have equal access to school SEN provision, in addition to EAL. Furthermore, Tormead Preparatory School recognises that lack of progress must not be dismissed as language being a barrier to learning.

Record Keeping and Monitoring

The EAL register contains the following information:

- Pupil's name and tutor group
- Languages spoken at home
- Country of birth
- Pupil Nationality
- EAL stage
- Individual provisions in place if appropriate.
- Any concerns

This register meets the DFE School Census requirements 2016 -2017

Provision

In class support – most targeted EAL pupils will receive additional support from Learning Support Assistants (TAs) in some of their lessons in Pre-Prep. The TA provides the Pupils with guidance, encouragement and strategies to improve their English language skills. EAL Pupils working at Stage A should be ‘buddied up’ in lessons so they have good role models within the class who can show good use of the English language.

Language enriched teaching – teachers are expected to differentiate their lessons according to the needs of their pupils. When teachers have EAL pupils in their class, they should support them through a variety of strategies, such as revision of key words, using visual cues, printing instructions for pupils, translating instructions where appropriate and including oral work in every lesson. Teachers are also encouraged to accommodate the ‘silent period’ a lot of New Arrivals go through and allow these pupils to write in their first language when they first arrive, to allow them to settle in.

Additional support – when EAL Pupils require extra support, they are invited to a morning session run by the Deputy Head and Director of Studies. Here, for the older children, the nuances of language are explored. For the younger ones, vocabulary building exercises are undertaken. During all of these sessions, the pupils are encouraged to talk about their first language, and previous country (if relevant) to build their pride in their heritage. Pupils are also encouraged to attend Homework Club where they will receive assistance.

If appropriate and reflective of a pupil’s normal way of working, Tormead Preparatory School will provide EAL Pupils with the use of bilingual translation dictionaries. If any EAL Pupils also have identified SEN needs, the relevant exam arrangements will be awarded after appropriate assessments have taken place.

Appendix 1 – Proficiency in English Judgements

Each EAL pupil will have to be assessed and will be provided with measure of proficiency as listed below; a best fit judgement will be made.

Code Description

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| A | New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support. |
| B | 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 |

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| | support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum. |
| C | <p>Developing competence</p> <p>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.</p> |
| D | <p>Competent</p> <p>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</p> |
| E | <p>Fluent</p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p> |
| N | Not yet assessed. |