



English as an Additional Language (EAL) Policy

This whole school policy also applies to the Prep School

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1. Definition

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

1.2 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)

1.3 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. However, for a few pupils we judge to deem extra support, Tormead recommends such support outlined further in the policy.

1.4 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.

2. Aims and Objectives- EAL in Tormead

2.1 Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

2.2 This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

2.3 Tormead aims to:

- i. Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- ii. Ensure strategies are in place to support pupils with EAL.
- iii. Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

2.4 Our strategic objectives are to:

- i. Provide a welcoming atmosphere for newly arrived pupils with EAL.
- ii. Assess the skills and needs of pupils with EAL.
- iii. Gather accurate information regarding children's backgrounds, cultures and abilities.
- iv. Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.

- v. Use all available resources to raise the attainment of pupils with EAL.
- vi. Systematically monitor pupils' progress, and adapt policies and procedures accordingly
- vii. Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- viii. Maximise opportunities to model the fluent use of English
- ix. Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- x. Actively liaise with parents to help them to support their children's learning.

3. EAL Provision in Tormead Senior School

3.1 In Senior School it is recognised that in a very small number of cases, pupils may 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:

- i. writing up key terms or difficult spellings
- ii. providing a list of key terms and definitions
- iii. extending their explanations for clarity
- iv. the pupil at the front of the class for ease of linguistic support
- v. Encouraging the pupil to attend subject surgeries

This list is not exhaustive and any strategies will be tailored to the individual pupil's needs.

3.2 In addition, all staff members will be responsible for:

- i. Providing a good model of spoken English.
- ii. Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- iii. Ensuring the inclusion of pupils with EAL in their classrooms.
- iv. Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- v. Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.

3.3 If a student is deemed to need extra support, we will review our provision and look to increase our support in accordance with the level of need.

3.4 The needs of pupils with EAL are considered by teachers when planning lessons in the Senior School. When planning lessons, teachers will ensure that:

- i. The language and learning demands of the curriculum are analysed and support is provided.
- ii. Visual support is utilised to provide greater understanding of key concepts.
- iii. There are opportunities for pupils to use their first language in the classroom.
- iv. The support requirements of pupils with EAL are identified and the support is made available such as subject specific words glossed, and home language dictionaries and textbooks provided.

4. EAL Provision in the Prep School

4.1 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.

4.2 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.

4.3 Additional support – when EAL Pupils require extra support, they are invited to a morning session run by the Deputy Head and Director of Studies in the Prep School. 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 with language.

4.4 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.

5. Defining EAL

5.1 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:

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

5.2 Within Tormead 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

6. Identification

6.1 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.

7. Assessment

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

- i. An analysis of the initial identification information from parents / guardians and previous schools may include:
- ii. Entrance paper
- iii. Work sampling
- iv. Staff comments and observations
- v. Input from pupils themselves
- vi. We may use the form in Appendix 1 to enable us to identify any EAL needs

7.2. 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.

7.3 Tormead 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 School recognises that lack of progress must not be dismissed as language being a barrier to learning.

7.4 If any EAL Pupils also have identified SEN needs, the relevant exam arrangements will be awarded after appropriate assessments have taken place.

8. Record Keeping and Monitoring

8.1 The EAL register contains the following information:

- i. Pupil's name and tutor group
- ii. Languages spoken at home
- iii. EAL stage

- iv. Individual provisions in place if appropriate.
- v. Any concerns

8.2 The EAL register at Tormead 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.

Note: This policy is a live document that is subject to further updates such as reviewing the EAL provision and updating the register.

Appendix 1- Proficiency in English Judgements

A. EAL Assessment Form

First Language Assessment Form

| | |
|---------------------|--|
| Pupil's name | |
| Assessed by | |
| Language | |
| Date | |

| | |
|--|------------|
| Is the pupil's social/linguistic behaviour age-appropriate? | Y/N |
| | |
| Does the pupil understand a range of questions, instructions and a story, told in their first language? | Y/N |
| | |
| Is the pupil's speech clearly articulated? | Y/N |
| | |
| Is the pupil able to speak accurately at a social level? | Y/N |
| | |
| Is the pupil's vocabulary appropriate/sophisticated/limited? | Y/N |
| | |

| | |
|--|------------|
| Does the pupil use correct grammatical structures? | Y/N |
| | |
| Can the pupil talk about the past, present and future using correct verbal forms? | Y/N |
| | |
| Do you have any concerns? | Y/N |
| | |
| Do you have any comments regarding the pupil's social interaction with you during the assessment? | Y/N |
| | |
| Can the pupil read and write in their first language? | Y/N |
| | |
| Can the pupil complete age-appropriate mathematics tasks with limited language context? | Y/N |
| | |

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.

B. Code Description

| | |
|----------|---|
| 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 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. |

