

ENGLISH AS AN ADDITIONAL LANGUAGE



**Notre Dame School (Prep) Policy
Document**



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Policy Framework

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1. NOTRE DAME SCHOOL MISSION STATEMENT

In the spirit of Saint Jeanne de Lestonnac, our foundress:

'We are all educators.....

Accompanying young people in their efforts to build their lives for today and tomorrow.'

These words embody our Mission.

Notre Dame is a Roman Catholic Independent School with a strong ecumenical tradition, respecting the faiths and cultures of all members of our community. As a foundation of the Company of Mary Our Lady (COMOL) the School has a distinctive ethos which places at the service of society and the Church, an educational legacy acquired from over 400 years of existence. The Order has constantly developed and updated its educational and pedagogical work to meet the needs of the time. The Order's distinct educational style, embodied in its 'Educational Project' is a Christian humanist education, which embraces the ideal of becoming women (and men) who can transform the world.

The Company of Mary Our Lady promotes:

- A quality education in all areas
- An education for solidarity, social responsibility and development
- An education that goes beyond the classroom, seeking other educational opportunities
- An education carried out with others, working together and complementing one another.
- An education offered as a service through educators who bear witness, by their word and life, to the values and principles of a Company of Mary Our Lady education.

The School's aims in order to achieve this are as follows:

- To offer a holistic and personalised education
- To develop a secure and stimulating environment in which pupils are encouraged and challenged to fulfil their potential: academically, spiritually, creatively and physically and gain an appreciation of the global world in which they live
- To develop in pupils a responsible and independent attitude towards work and their roles in society and inculcate a desire to contribute to the wider community.
- To ensure that the school atmosphere is such that all pupils learn to live amicably together, gaining a keen awareness of others, their feelings and their needs, and to begin to build a reasoned set of attitudes, values and beliefs based on Christian principles.
- To learn to respect each pupil as a valued individual and to imbue feelings of confidence, independence and self-esteem.
- To liaise with parents, enlisting their co-operation and interest in order to promote a happy partnership working in trust
- To prepare each pupil for the next stage of their education ensuring that it is appropriate to their individual abilities, aptitudes and need

2. Statement of aims.

The aims of this policy document are the same as those outlined in the Notre Dame School Curriculum (Prep) document and the mission statement. These aims apply to every child in our care regardless of ability, race, ethnicity, religion, linguistic or

cultural background. The following document outlines how to facilitate learning and provide an equal opportunity, if a child comes to us with English as an Additional Language.

3. Context of the school.

Notre Dame School is an independent Roman Catholic day school for approximately 540 girls aged 2 ½ - 18. The Preparatory school has approximately 200 pupils. As at September 2016 29 pupils at Notre Dame School (Prep) have English as an Additional Language. However, many of these children are fluent in English and another language and do not need individual EAL support lessons. Some may need additional support within the context of the classroom and others have achieved fluency and are attaining at an age appropriate standard or above. Some pupils choose to pay for extra EAL support with the EAL support teacher and these lessons take place in school during curriculum hours.

However, the nature of the bilingual and EAL population of the school is transient and the data above will change term by term. An up to date register of EAL pupils and the languages spoken is kept on SIMS.

4. In order to meet the aims of the Notre Dame School (Prep) as set out in the Curriculum policy the following key principles for additional language acquisition should be followed:

Anxiety levels of newly arrived EAL pupils need to be kept low and expectations kept high.

Pupils need to feel secure, valued and understood.

EAL pupils need to know that their first language is valued.

Language develops best when used in purposeful contexts across the curriculum.

Effective use of language is crucial to the teaching and learning of every subject.

The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

Teachers have a crucial role in modelling uses of language.

All pupils have entitlement to the curriculum as stated in the Notre Dame School (Prep) Curriculum policy document.

A distinction is made between EAL and SEND.

Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge, experiences and skills.

Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

All languages, dialects, accents and cultures are equally valued.

5. Teaching and Learning.

Planning and differentiation:

The school will provide a system for staff to share planning with the EAL support teacher. Plans will identify the demands of the curriculum and provide differentiated opportunities matched to the needs of each individual EAL pupil.

Key language features, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar or uses of language or forms of text.

Lessons have clear learning objectives and appropriate support, differentiation and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English Language peer models.

6. Strategies.

Teaching staff are responsible for:

- producing effective planning that identifies the key role of all support staff
- allowing for collaborative group work
- providing frequent opportunities for speaking and listening
- providing effective role models of speaking, reading and writing
- providing additional verbal support e.g. repetition, alternative phrasing, peer support
- offering additional visual support e.g. posters, objects, non-verbal clues, pictures,
- demonstration, use of gesture, etc.
- making use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- making writing frames available, appropriate to tasks
- timetabling opportunities for role play
- encouraging discussion before and during reading and writing activities

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- using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- correcting the use of children's grammar (spoken and written) as appropriate and allowing them time to repeat corrections to the teacher
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs and extra curricular activities, playtime, performing arts etc.
- The school allows and encourages opportunities for children to develop and use their home language in play and learning, supports language development at home, and ensures that children have opportunity to learn and reach a good standard in English. EAL tutors are available as necessary, and resources are available in the library in a variety of languages, dual languages and in English. These may be booked and taken to classrooms as appropriate.

7. Identification and Assessment of Pupils

- Class teachers identify and assess the need for support for pupils using a variety of data including teacher assessment, individual pupil targets, attendance and behaviour monitoring and consultation with parents.
- When making assessments, teachers should be aware of the possibility that pupils with EAL may demonstrate an ability to read to a given standard without a corresponding level of understanding.
- Pupils whom are considered to need an individualised programme will be set individual targets on an EAL Action Plan which will be compiled and monitored by the EAL tutor,
- The Assistant Head and the EAL Coordinator will analyse data and track progress of EAL pupils and identify trends and next steps to raise standards and achievement as part of the whole school assessment programme.
- Reporting to parents will be undertaken formally twice a year through parent consultations and an annual school report. Further meetings may be arranged by the class teacher or at the request of parents.
- The school will ensure that all EAL pupils have access to assessments, where possible and appropriate given their fluency in English.

8. Early Years Foundation Stage

The school allows and encourages opportunities for children to develop and use their home language in play and learning, supports language development at home, and ensures that children have opportunity to learn and reach a good standard in English. EAL tutors are available as necessary, and resources are available in the library in a variety of languages, dual languages and in English. These may be booked and taken to classrooms as appropriate.

9. Learning Difficulties &/or Disabilities, Special Educational Needs and Gifted and Talented Pupils.

The school recognises that most EAL pupils needing additional support do not have SEND needs. However, should SEND needs be identified during assessment; EAL pupils will have equal access to school SEND provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English

10. Resources

Displays and resources reflect linguistic and cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Resources are kept in the Prep Library to support EAL teaching and there are also ICT resources accessible to all teachers and pupils. Additional resources are available from the EAL tutor.

11. Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. Nevertheless, Notre Dame is an inclusive Catholic school and pupils, parents and staff are expected to respect and tolerate all linguistic, cultural and religious backgrounds whilst being participant in the Catholic ethos of the school.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community to support our EAL pupils.

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