

Charitable Objects of St. Catherine's School

The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.

St Catherine's School, Bramley



PREP SCHOOL POLICY FOR SPEAKERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

The Prep School refers to all staff and students in the St. Catherine's Preparatory which includes: the Early Years Foundation Stage (EYFS), Pre-Prep School (Key Stage 1) and Prep. School (Key Stage 2).

This policy was written in 1998, reviewed in June 2007 and updated in September 2013 and September 2016 by the Head of Academic Mentoring in line with School's Policy Review Schedule which ensures that all policies are kept up to date.

Context

We recognise that language is an integral part of pupil identity and key to their personal development and academic success. We ask parents to share with us information about languages spoken at home as pupils enter the Prep School. This information helps inform teaching and ensures that both the Head of Academic Mentoring and MFL Co-ordinator have an understanding of the pupils' needs and cultural experiences.

Our Head of Academic Mentoring assesses whether there is an impact on a pupil's learning and progress due to their additional language/s and then agrees provision with class teachers. Our Deputy Head, Curriculum tracks the progress of pupils with EAL and works in close liaison with our Head of Academic Mentoring.

We have a number of girls who speak or hear other languages at home. Currently, all of our pupils speak fluent English. Our Head of Academic Mentoring and teachers appraise pupils' access to the curriculum and adapt provision accordingly.

Identification and Assessment

Parents are asked to inform the school of the language/s spoken and heard at home. All pupils' literacy skills are assessed on entry. Reading and spelling is assessed at least annually and teachers evaluate pupils' speaking and listening skills in the classroom and in extra-curricular and social contexts.

If there is a concern about a pupil's progress linked with their language, the Head of Academic Mentoring will investigate further. She may use any of the following assessments:

- Reading fluency including speed, accuracy and recall

- Speed of writing and handwriting style and legibility
- Speaking and listening, including receptive and expressive language skills (BPVS, WRIT) and using teacher assessment. This will be done in consultation with parents in order to identify specific language needs and progress.

The Head of Academic Mentoring and form teacher will also consider any other specific learning needs.

Teaching and Learning

In order to aid teaching and learning and overcome any barriers to accessing the curriculum teachers will:

- Use flexible methods to reflect the needs of individual pupils and encourage pupils to participate actively in class
- Consider their own language use and provide suitable contextual clues for E.A.L. pupils
- Be aware of cultural differences with previous schools in terms of teaching style, learning, routines and practices
- Teach topic/subject relevant vocabulary and where appropriate use aids e.g. Writing frames
- Provide a secure, supportive but challenging learning environment
- Develop appropriate resources

Monitoring

- IPM (Individual Provision Maps) and progress will be reviewed regularly by the class teacher and Head of Academic Mentoring
- Head of Academic Mentoring to monitor and share best practice with staff
- Review meetings will be held as appropriate with staff and parents

Home-school links

- We welcome parents into school
- We consider the language needs of parents
- We look for practical ways to overcome any communication barriers
- We encourage regular communication/liaison regarding pupils' progress
- The Head of Academic Mentoring is aware of any communication difficulties for the family and ensure that they are able to access advice and support

Resources

The Head of Academic Mentoring will provide up-to-date relevant support for staff and maintain link with parents. The Head of Academic Mentoring/Form Teacher will recommend additional, relevant resources for pupils to access independently. For example:

- Talking Books
- DVDs

- Apps
- Times Education Programmes
- BBC Bitesize (listening/speaking)
- British Council – Learn English BETA
- Revision guides/ workbooks for various subjects including glossaries of relevant vocabulary and concepts
- Modified textbooks if appropriate

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Tish King-Fretts
Prep Head of Academic Mentoring

30th September 2016

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Naomi Bartholomew
Prep Headmistress