

English as an Additional Language (EAL) (Prep including EYFS)

1. Introduction

- I. At Bede's we welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School. Our aim is to ensure that every child's experience with us is a fulfilling and enjoyable one, both academically and emotionally.
- II. We realise that children who are learning English as an additional language may be immersed in a world that they do not fully understand. These children will perhaps also be academically able in one or more subject areas but may become frustrated by their ability initially to express themselves adequately in English. It is our role therefore to support these children and to provide them with the necessary tools to meet their full potential.

2. Aims

- a) To ensure that every child feels comfortable and confident in their surroundings.
- b) To enable EAL pupils to become confident and fluent in English speaking and listening, reading and writing so that they are able to fulfil their academic potential.
- c) To ensure that every child is able to participate fully in school life and become part of the community at Bede's.

3. How we do this

- a) On arrival at Bede's all EAL children will have their reading, writing, speaking and listening skills assessed in order to ascertain the level of support they need.
- b) In the EYFS setting, observations of children are carried out within the first half term to establish their level of fluency and comprehension of their spoken English.
- c) We focus on ensuring that all children, including EYFS, settle into their new learning environment and absorb the English Language within their classroom learning. Class teachers and nursery staff will differentiate the curriculum so that children can learn at their own pace ensuring that the curriculum is accessible to them.
- d) All Staff, including EYFS, will liaise closely with parents, Learning Enhancement and EAL teams. Children's progress will be monitored regularly and interventions will be put in place as required.
- e) An individual Provision Map and Learning Plan will be created for each child. This plan is available to all members of the Bede's teaching staff and will include a list of recommendations in order for the teacher to support the EAL pupil.
- f) The EAL specialist will work closely with classroom/subject teachers to help support EAL students to access the curriculum.
- g) Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
- h) Ensure that classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- i) Identify each pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- j) All children are asked to bring a dictionary with their own native language to English translation and encouraged to use this on a regular basis.

- k) Children carry a vocabulary book with them to all lessons and write down key words to look up. Children are encouraged to work independently and are supported to find the best strategies to do this. As a result, we watch children's achievements grow.
- l) Children are encouraged to transfer their knowledge, skills and understanding from one language to another.
- m) Recognise that pupils with English as an additional language may need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate.

4. Examinations

- I. There is an opportunity for children to sit the Cambridge Certificates when they are ready.
- II. This is arranged through an external organisation.

Owned by:	Prep Deputy Head Academic
Authorised by:	Prep School SMT
Date:	January 2022
Review Date:	January 2024
Circulation:	All Prep Staff