



## POLICY FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### Statement of Aims

Moor Park is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and to raising the achievement of pupils with differing cultural and linguistic backgrounds who may be at risk from underachievement.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

We aim to ensure that all EAL pupils are able to:

- use English confidently and competently (within the constraints of the limited time they may have at Moor Park).
- use English as a means of learning across the curriculum.
- where appropriate, make use of their knowledge of their first language.

In the Early Years, staff will:

- take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

### The Context of the School

Currently two main languages are spoken at Moor Park: English and Spanish. Often, we have pupils with knowledge of other languages, such as French, German, Arabic, Ukrainian, Russian or Mandarin.

Approximately 5% of pupils have a home language in addition to English. This situation is subject to frequent change because of the short-term nature of our Spanish & other overseas pupils' stays in this country.

On arrival at Moor Park, pupils who may need EAL support are identified (using either records from their previous school or internal assessment).

The majority of EAL pupils at Moor Park are Spanish citizens. They are full boarders, remaining with us for varying lengths of time (usually from one term up to two years), and usually arriving during Years 6, 7 and 8.

## Staffing

The following staff assist in supplying specialist input and support for our EAL pupils:

EAL teacher: Mrs Lucie Oliver, BA in Modern Languages (French & German), PGCE.  
Head of Learning Support: Mrs Alexandra Moseley, BA (hons), PGCE (TEFL & TESL), DipSE, (Dyslexia); French & German 'A' level.  
Deputy Head: Jean-Michel Collin, Lic. FLE (bilingual French/English, fluent in Spanish)  
Mandarin adviser: Charles Barnaby Martin, MPhil (Cambridge)

## Assessment, Planning, Monitoring and Evaluation

On entry to Moor Park, information is gathered about:

- the pupil's linguistic background and competence in other languages
- the pupil's previous educational and schooling experience
- the pupil's family and biographical background

The pupil's level of English is identified by the specialist EAL support teacher, or by class teacher/key worker in consultation with parents/carers, in the case of young children.

Information about each EAL pupil is logged on the EAL register on the staff server, for all staff to refer to. This information comprises:

- The pupil's level of English (reading age) and mother tongue.
- Classroom strategies for use in teaching EAL pupils.

Staff regularly observe, assess and record information about pupils' developing use of language.

Staff liaise regularly to discuss the progress and needs of all pupils, including those with EAL. The EAL specialist teacher and Head of Learning Support work together to maintain up-to-date information on the EAL Register (and SEN register if relevant). EAL pupils normally take part in whole-class assessments (with appropriate differentiation where necessary) and may be prepared by the EAL specialist teacher for external assessment.

Early Years: when assessing communication, language and literacy skills, staff will assess children's skills in English. If a child does not have a strong grasp of English language, staff will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

## Planning and differentiation

Subject staff and class teachers are encouraged to share planning with support staff and to provide differentiated opportunities matched to individual EAL pupil's needs. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English, and this must be borne in mind when planning differentiated activities.

## Specialist English Support

When considered necessary, this is provided in small groups (1-6 pupils), withdrawn from lessons for one period per week. Where possible, Spanish pupils are withdrawn from Spanish lessons for EAL support. Pupils follow a programme of work devised by the EAL specialist teacher, tailored to individual requirements. Pupils with a particular need are offered additional charged sessions, either individually or in small groups.

## Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum and around the school.
- Effective use of language is crucial to the teaching and learning of every subject.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- A distinction is made between EAL and Special Educational Needs.
- 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 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.
- The focus of additional support time is to provide support in the acquisition & practice of English structure & vocabulary, together with help in accessing the whole school curriculum. All students are encouraged to develop their written and spoken communication skills with appropriate fluency and register. There is great emphasis on learning vocabulary in context, developing reading and writing skills, improving grammatical accuracy and learning study skills. It is also important that students develop a greater cultural awareness and understanding of independent learning techniques.

## Recommended classroom strategies to assist EAL pupils

Pupils new to the school may need time to build confidence and actually attempt to speak English. It is natural to listen at first and begin to speak once there has been time to "tune in". Such pupils should be given time to adapt, and need to be put in situations (e.g. role-play, pair work, social activities) where they can gradually gain the confidence to express themselves.

- Visual support: posters, objects, pictures, demonstration, gesture.
- Verbal support: repetition, rephrasing, speaking slowly and clearly, facing the pupils; peer support; bilingual resources (e.g. on-line dictionary). It is good practice to ask other pupils to help in translation or explanation.
- Idiom, puns & word-play need particular care.
- Cultural/language awareness: encourage pupils to share & value one another's knowledge & experiences, e.g. "What's the Spanish word for this? Have we a similar word in English?" Be aware of different behavioural norms such as the use of eye-contact.
- Comprehension of instructions & questions: check carefully. It is not enough to say, "Have you understood?", as pupils may not be aware of misinterpretation & there may be cultural pressure to agree with the teacher.
- Listening & speaking: provide role-models & opportunities, e.g. group work, role-play. Allow new pupils to listen & "tune in" so that they can gradually gain the confidence to express themselves.
- Reading: provide discussion & focus on the cultural knowledge explicit or implicit in texts; differentiate if necessary.
- Writing: use writing frames, cloze activities & differentiated responses. Amend written topics to cater for individual experiences.

### Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be diagnosed, EAL pupils will have equal access to school SEN 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.

### Pastoral & boarding care, 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 have resident staff fluent in Spanish and French, the two main languages spoken by our EAL pupils. We arrange visits from our Mandarin advisor at times when this is necessary.

### Boarding pupils

- Pupils arriving from abroad are met at the airport by a representative of the school, and a driver.
- Alternatively, they may be delivered directly into the houseparents' care.
- New EAL boarding pupils follow the normal boarding induction procedure set up by our Houseparents.
- EAL pupils in the Upper School (years 6-8) will be assigned to a tutor group and a tutor who establishes a direct link with parents, contacting them regularly by phone or email & sending news. The children will meet their tutor daily as a group and occasionally for an individual tutorial. All tutors maintain an "open door" policy; their role is to support their tutees' academically and pastorally.

- EAL pupils in the Middle School (years 3-5) are assigned a form teacher who will liaise regularly with any specialist contacts. Form teachers and tutors will liaise closely with boarding staff.
- EAL pupils are registered with our local GP.

### Day pupils

Day pupils with EAL needs receive the same pastoral care as all our pupils. As above, they are assigned either a tutor (years 6-8), a form teacher (younger children) or key worker (Early Years). If possible and appropriate, the tutor/form teacher/key worker will be someone with knowledge of the child's first language. This is not seen as essential, however, as all staff liaise frequently and are able to share expertise. Weekly pastoral meetings are held where any child may be discussed amongst the whole staff and his or her needs addressed.

### Staff Development

The school will enable staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

### Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support and achievement. This will enable the school to monitor progress.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed in September 2024 by A M G Moseley (Head of Learning Support) and L J Oliver (specialist EAL teacher).

AMGM/LJO, October 2023

## APPENDIX - Specialist EAL resources

### Main resources:

English in Mind (EiM) Coursebooks & Workbooks 1, 2 and 3 (up to FCE level, i.e. Cambridge English First) incorporating up-to-date material in all the relevant skills: grammar, vocabulary, speaking (inc pronunciation), listening, reading, writing.

- 'EiM uses a communicative, multi-skills approach to develop the students' foreign language abilities in an interesting and motivational way.
- EiM gives students insights into a number of important cross-cultural and intercultural themes. Significant cultural features of English-speaking countries are presented, and students are involved in actively reflecting on the similarities and differences between other cultures and their own.'
- Collins International Primary English as a Second Language Workbooks 1 and 2

### Supplementary Grammar Books, such as:-

- Essential Grammar in Use by Raymond Murphy, CUP
- Essential Grammar in Use Supplementary Exercises, CUP
- Pre-Intermediate New Headway English Course Workbook, OUP

### Supplementary Exam Practice:-

Cambridge Preliminary Test (PET) Practice Tests Plus 2 (inc CD-ROM & audio)  
First Certificate Practice Tests Plus (inc CD-ROM & audio)

### Other Supplementary Books/Materials:-

- Elementary English Vocabulary in Use (CUP)
- More 3 & 4, CUP, free samples of students' books
- Cambridge English for Schools Student's Book 2, CUP
- Language games, comprehension materials & reading books held by Learning Support Department (see separate stock list below)

### Learning Support resources available for EAL work:

"Shop box" – for role play & use of money.

Teaching clocks & associated materials.

A variety of comprehension resources & reading books (fact, fiction, poetry).

### Language games:

Articulate, Hit or Miss, Pictionary, Thoughts & Crosses

### General games

Brainbox – All around the World; Sport, Cluedo, Monopoly, Trivial Pursuit

### Spelling games

Boggle, Scrabble, Upwords

(Many more reading & spelling games are held in the Learning Support Department.)