



**POLICY FOR THE TEACHING OF
PUPILS WITH
ENGLISH AS AN ADDITIONAL
LANGUAGE**

Reviewed September 2017

Introduction

At Hendon Prep **all** our children are important, and this applies to every aspect of their education – their teaching and learning, their achievements, their attitudes and their self-esteem. We encourage all our children to aim for the highest possible standards, and we take account of each child’s individual needs and experiences.

A number of our children have particular requirements with regard to learning and assessment and these are linked to their progress in acquiring English as an Additional Language.

They will need support in:

- **Producing and understanding Sounds that differ from their own language**
- **Distinguishing between different sounds in English**
- **Understanding oral sets of instructions**
- **Processing language at speed**
- **Understanding and using appropriate intonation and stress**
- **Following whole group interactions**
- **Understanding and using statements, questions, offers and commands**
- **Understanding oral texts when not supported by visual/concrete clues**
- **Understanding technical vocabulary**
- **Learning appropriate language for playing**
- **Learning appropriate language to interact with peers and adults**
- **Understanding lexical metaphors such as “I’m pulling your leg”**

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Children who are learning English as an Additional Language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

According to Ofsted it takes:

“On average five to seven years to become fully competent in a second language although individuals will vary in the speed that they acquire this competence”
English as an Additional Language (Ofsted 2000)

This implies that pupils at Hendon Preparatory School will need long term support and it is important to remember that just because a pupil is coping in the day to day life of the classroom it does not mean that they are reaching their full potential academically and in order to reach this level support may be needed.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated

with success. Hendon Prep recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

The **aim of this policy** is therefore to help ensure that we meet all the 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).

This Policy is linked to the Special Educational Needs Policy and the Gifted and Talented Policy. It is also linked to the EYFS policy.

Teaching and Learning Style

Research on children learning English as an additional language shows that there are many ways to approach language learning and all can be effective. However there is:

“Broad agreement about an approach to language teaching and learning which stresses the importance of communication in the language-real language use- as a central component of learning as well as a desired outcome for that learning.....a rich and varied input of the new language together with opportunities for learners to interact with the language.”

DfES 2005

Teacher’s knowledge about pupil’s abilities and their needs in English and other subjects is used in curriculum planning and assessment, classroom teaching and pupil grouping.

In Hendon Preparatory School teachers use various strategies to help children who are learning English as an Additional Language depending on age, ability and previous experience of English.

Pupil’s spoken and written English is developed by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- Explaining how spoken and written English have different usages for different purposes;
- Providing them with a range of reading materials, to exemplify the different ways in which English is used;
- Giving them appropriate opportunities for talking, and using talk to support writing;
- Encouraging them to relate one language to another by using their native language knowledge to express themselves in English.
- Using a visual and auditory approach to learning
- Using a kinaesthetic approach and ensuring that over learning takes place at all stages

Teachers should ensure pupil’s access to the curriculum by:

- Using texts and materials that suit their ages and learning stages;
- Providing support through visual aids, ICT, video and audio materials, dictionaries and translators;
- Using the home or first language where appropriate;
- Sitting near English speakers to act as role models;
- Regular consultation with the EAL teacher.

EAL and inclusion

At Hendon Preparatory School we strive hard to meet the needs of all pupils learning English as an Additional Language, and we take all reasonable steps to achieve this.

Teachers encourage children with English as an Additional Language to participate in class lessons and where possible and appropriate give them the same work as their peers. If they are unable to access the lesson then differentiated work will be given to link in with the main objective. However, new arrivals with no or very limited English, will be given separate work to do, if appropriate, until they have the understanding and confidence to participate.

The specific support that the EAL children receive is a balance of in-class support and withdrawal. Junior children generally receive in-class support as research has shown that this is where they learn best but our senior children are more likely to be withdrawn from the classroom due to the nature and complexities of the timetable. Our pupils all participate in the full curriculum from the outset of their time at Hendon Prep school. Our EAL teachers work in close partnership with class/specialist teachers both within and outside classrooms. This involves supporting individual children or small groups of children. The EAL teacher(s) may also work with groups composed not entirely of EAL children. The Head teacher is responsible for deciding the allocation of support given to each child depending on where the needs are, following consultation with class teachers, parents and SENCo.

Assessment for learning

Our school uses the Language in Common (QCA) scales as a guideline to measure the English language competence of EAL children. These levels are regularly reviewed to monitor expected progress across time in the acquisition of English.

When an EAL pupil arrives at the school, the EAL teachers carry out various assessments (formal and informal) to help identify the child's strengths and weaknesses. The findings are then discussed with the all interested parties and individual targets are set and reviewed.

If there is a concern about lack of progress in learning across time and it is evident that the difficulties go beyond the acquisition of the English language, then the SEN co-ordinator will be informed and further enquiries and assessments will be carried out. Equally, if a pupil demonstrates s/he has gifted and able qualities then the SEN co-ordinator will be informed so a programme can be put in place to support them in line with the 'Gifted and Able' policy.

EAL assessment:

EAL pupils are assessed using the NASSEA steps:

NASSEA has developed an assessment system that builds on the work that has already been carried out by QCA in this area. The NASSEA EAL Assessment system has been developed to support teachers in recording the progress children learning EAL make towards full social and academic fluency, in both oracy and literacy. The process runs alongside their progression through the National Curriculum for English levels, but affects the rate of that progression. We strongly believe that it is only when EAL pupils are assessed as fully fluent and independent users of the English language for academic purposes, that they can be assessed fairly using National Curriculum English level descriptors alone.

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Reviewed and updated November 2016 by Darren May, Deputy Head