



## English as an Additional Language Policy

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Updated September 2024

### **Introduction**

Summer Fields is committed to making appropriate provision for boys whose L1 (mother tongue) is not

English. We ensure that boys who have English as an Additional Language (EAL) are able to use English competently and confidently, enabling them to access the full curriculum and play a full part in the life of the school.

Summer Fields appreciates that our pupils come from a variety of backgrounds and a wide range of experiences. We believe that diversity enriches our school and community and we recognise that they enhance all aspects of school life. The EAL department aims to support them to flourish to their full potential both academically and pastorally.

### **Aims and Objectives**

If a boy can understand his surroundings, he will gain knowledge, learn with more confidence and gain a sense of achievement. Our key aims are:

1. To give all boys the opportunity to overcome any barrier to learning and assessment in order to achieve their potential.
2. To create an atmosphere of tolerance and understanding of differences by welcoming and valuing the cultural, linguistic and educational experiences that boys with EAL bring to the school.
3. To recognise the boy's mother tongue and boost the boy's self-esteem and a sense of pride in his own culture.
4. To meet the needs of each boy for fluency and a growing command of English with a confidence in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
5. To give EAL boys the skills and confidence to use a variety of strategies to enhance understanding and to express meaning with a clarity and accuracy commensurate with their contemporaries.

### **Teaching and Learning**

It is the responsibility of all teachers to ensure that the needs of each individual are met to achieve a competent command of English. The Head of EAL should communicate effectively with all staff to ensure they are aware of all boys who have EAL, the extent of these boys' needs and any support they receive with additional lessons.

1. Teachers should ensure that EAL boys develop their vocabulary and sentence structure by providing a range of speaking and listening activities. The vocabulary work covers the technical as well as everyday meaning of keywords and figurative language.
2. To ensure that there are many effective opportunities for oral communication and additional verbal support are provided in-class such as peer support, modelling and repetition.
3. Seating plans should be adopted seating EAL boys at the front of the class to provide opportunities to ask for help alongside a good peer role model.
4. Boys should be encouraged to build on the experiences of language at home and in the wider community, so that children develop their use of English.
5. Teachers should use differentiated material whilst setting high expectations with an understanding that children contribute and participate to the best of their abilities.
6. Opportunities should be provided for children to practise language needed for the lesson and / or prep, allowing time for the planning of answers.
7. Boys should be encouraged to transfer their knowledge, skills and understanding of one language to another.
8. Teachers should regularly check comprehension and understanding and teach boys to ask for help.

### **Private 1:1 lessons**

Teachers with specialist EAL qualifications provide lessons that are tailored to meet the specific needs of the boys to support vocabulary, grammar, reading, listening, speaking and writing. The lessons deconstruct the English language in a way to help a non-native speaker to focus on, and understand the details of the English language in an environment away from other native speakers. Pupils are assessed by the Head of Learning support or referred by parents or classroom teachers. The cost of tuition is met by the parent.

The number of lessons offered a week varies for each individual depending on their need and would continue until they had sufficient commanding English to be able to access the content and pace of the classroom. Parents will be kept informed on the progress of their child through a termly report from their teacher.

### **Pre-arrival assessment**

All international students (unable to attend an interview in person) for whom English is not their first language will have their English language level assessed prior to being offered a place. The school uses an online assessment test which has been carefully designed with young learners in mind. Taking into account their cognitive development, language proficiency and social development, the test has been designed to be maximally accessible. Only boys whose English is sufficiently competent to enable them to successfully access the curriculum will be offered a place or, if a rapid English attainment is predicted, EAL support is then expected to be undertaken until such a level is achieved.

### **Special Educational Needs**

A distinction is made between EAL and Special Educational Needs (SEN). If an EAL boy is not making the expected progress after time has been given for cultural adjustment and EAL intervention the child may be referred to the Learning Support department for Learning Support assessments. The boy's ability in his L1 language will be explored to establish whether there is a concern about language delay or SEND. Most EAL boys do not have SEND or learning difficulties. However, should these be identified, they will have equal access to the school's Learning Support provision.