



English as an Additional Language Policy

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Introduction

Summer Fields is a diverse and inclusive community. We welcome pupils from a wide range of cultural, linguistic and educational backgrounds and recognise the valuable contribution that this diversity makes to our school. We believe that the richness of our pupils' experiences and cultures enhances all aspects of school life and provides opportunities for mutual understanding, respect and learning.

Summer Fields is committed to providing appropriate support for pupils whose first language (L1) is not English. We recognise that pupils with English as an Additional Language (EAL) may have a wide range of linguistic needs and prior educational experiences. Our aim is to ensure that all EAL pupils develop the English language skills, confidence and independence required to access the full curriculum and participate fully in the academic, pastoral and wider life of the school.

The EAL provision seeks to:

- identify pupils' individual language needs and provide appropriate support;
- develop pupils' competence and confidence in spoken and written English;
- enable pupils to access the full curriculum and make good academic progress;
- encourage pupils to become increasingly independent and autonomous learners;
- work collaboratively with teachers and pastoral staff to ensure that EAL pupils are supported across all areas of school life;
- recognise and celebrate the languages, cultures and experiences that pupils bring to the Summer Fields community; and
- promote opportunities to identify common ground and connections between languages and cultures.

The EAL Department works closely with pupils, teachers and, where appropriate, parents to ensure that support is responsive to individual needs. Provision is designed to enable pupils to flourish and achieve their full potential, both academically and pastorally, while developing a strong sense of belonging within the Summer Fields community.

Aims and Objectives

If a pupil 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 pupils the opportunity to overcome any barrier to learning and assessment 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 pupils with EAL bring to the school.
3. To recognise the pupil's mother tongue and boost the pupil's self-esteem and a sense of pride in his own culture.
4. To meet the needs of each pupil for fluency and a growing command of English with a confidence in speaking and listening, reading and writing in English to be able to fulfil their academic potential.
5. To give EAL pupils 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 pupil 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 pupils who have EAL, the extent of these pupils' needs and any support they receive with additional lessons.

1. Teachers should ensure that EAL pupils 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 pupils at the front of the class to provide opportunities to ask for help alongside a good peer role model.
4. Pupils 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. Pupils 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 pupils to ask for help.

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 (Oxford University Press - Oxford Placement Test) which has been carefully designed with young learners in mind. Only pupils 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.

1:1 lessons

Teachers with specialist EAL qualifications provide lessons that are tailored to meet the specific needs of the pupils to support vocabulary, grammar, reading, listening, speaking and writing. The EAL curriculum takes into account the B1 / B2 / C1 Common European Framework (CEF). The lessons de-construct 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 when 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 EAL teacher.

Individual Support Plans

An Individual Support Plan (ISP) will be developed for pupils requiring additional EAL support. The ISP will set out the pupil's individual language needs, provision and specific targets, and will be used as a working document to monitor and support progress.

Provision will be carefully planned to develop the pupil's speaking, listening, reading and writing skills, with support tailored to their individual needs and stage of language development.

Targets will be agreed collaboratively between the pupil's subject teachers and the EAL teacher and will be reviewed regularly to ensure that provision remains appropriate and supports the pupil's continued progress and increasing independence.

Review and Monitoring of EAL Provision

Individual Support Plans (ISPs) are reviewed regularly to monitor pupils' progress against their identified targets and to ensure that provision continues to meet their individual needs. ISPs are working documents and are updated as required to reflect changes in their language development, progress and support needs. A formal review is undertaken at the end of each term.

Effective communication and collaboration between the EAL team and teaching staff is central to the monitoring process. Heads of Department meet formally each term to discuss the progress and support needs of EAL pupils. The English and Mathematics Departments meet weekly, providing regular opportunities to review and discuss the progress of EAL pupils within their subjects.

EAL teachers and class and subject teachers maintain regular communication regarding pupils' progress, attainment and areas requiring further support. Where a pupil needs to revisit a learning objective or requires additional support, this will be identified and addressed through appropriate classroom or EAL provision.

The school maintains appropriate communication with parents and carers to ensure that relevant information about a pupil's progress, well-being or support needs is shared effectively. Where appropriate, this may include telephone calls, face-to-face meetings or video meetings. Parents and carers may also be consulted to gain a fuller understanding of a pupil's use and development of English beyond the school environment.

Monitoring and Evaluating Progress

The progress of pupils receiving EAL support is monitored regularly using a range of qualitative and quantitative evidence. This may include:

- standardised screening and assessment scores;
- examination and test results;
- pre-test and baseline assessments;
- subject-specific assessments;
- scrutiny of classwork and written work;
- feedback from class and subject teachers;
- observations of pupils' participation and use of English across the curriculum; and

- feedback from pupils and their parents regarding their confidence and use of English both in and beyond school.

Information from parents is particularly valuable in helping the school understand how pupils' developing English language skills are transferring to the home environment and everyday life.

Assessment data and relevant records are securely maintained on the school's systems. Pupil' books and classwork are regularly marked and monitored by class and subject teachers, with departments working collaboratively to ensure that progress is appropriately supported and recorded.

The EAL teacher will maintain an individual record of progress, including examples of work and other relevant evidence, where appropriate. This provides a clear record of the pupil's development against the targets identified in their Individual Support Plan (ISP).

When a pupil has met their identified targets and demonstrates the level of English language proficiency required to access the curriculum confidently and independently, their EAL support will be reviewed. Where appropriate, the pupil will be signed off from targeted EAL provision, with this decision recorded on their ISP. Relevant evidence of progress will be retained in accordance with the school's record-keeping procedures.

Parents will be informed when a pupil no longer requires targeted EAL support.

The school recognises that effective EAL provision can have a significant positive impact on pupils' academic progress, confidence and future educational opportunities.

Special Educational Needs

A distinction is made between EAL and Special Educational Needs (SEN). If an EAL pupil 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 SEN assessments. The pupil's ability in his L1 language will be explored to establish whether there is a concern about language delay or SEN. Most EAL pupils do not have SEN or learning difficulties. However, should these be identified, they will have equal access to the school's Learning Support provision.

Access Arrangements

Where applicable within the criteria set by the Joint Council for Qualifications, we will apply for pupils with EAL needs to be given 10% extra time and the use of a bi-lingual dictionary in assessments and exams (either senior school pre-tests or Common Entrance exams, in accordance with ISEB rules).

Safeguarding

Summer Fields recognises, in line with KCSIE, that pupils with EAL may face additional safeguarding vulnerabilities. Communication with the Designated Safeguarding Lead is maintained and EAL teaching supports pupils' ability to understand safeguarding and online safety content. Pupils on the EAL register are closely monitored should there be any concerns regarding behaviour, bullying or being at risk. The SENCo works closely with the DSL and Head of Pastoral Care to monitor this. Weekly meetings are held to share information, and a pupil may be added to the Pastoral Care List if needed. Any concerns raised, regarding the wellbeing of an EAL pupil, are logged on CPOMS.