



THE ORATORY PREP SCHOOL

English as an Additional Language Policy (EAL)

This Policy Applies to The Oratory Prep School and Early Years Setting

Reviewed July 2024

by Bellevue Education Board

Checked by

Headmaster – Andrew De Silva

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Introduction

This policy applies to all members of the school community. The Oratory Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the Equality Act (2010). In our school, the teaching and learning, achievements, attitudes, and well-being of all the children are important. All children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs.

The term EAL is used when referring to pupils whose first language is not English. This can be defined as a pupil who was exposed to a language other than English during early development and continues to be exposed to this language in the home or community. The policy sets out the school's aims, objectives, and strategies with regard to the needs and skills of EAL pupils.

English as an Additional Language (EAL)

We maintain an EAL register, which is updated termly and, if necessary, when new children join the school. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DfE, though the majority would be considered fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have the opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through to Year 8.

Where a pupil has English as an additional language, it is anticipated that the school will normally be able to make reasonable adjustments to meet their learning needs. However, in the event that a pupil needs additional specialist teaching to develop appropriate fluency, children will be referred to our Head of EAL Teaching and Learning for a bespoke additional language learning pathway. These sessions are charged at £70 per hour.

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 communication skills in English.

At The Oratory Prep School, we take a holistic approach to the English language education of our pupils and aim to encourage their social integration into the life of the school, as well as concentrating on their academic progress. We deal with the day-to-day language skills they will need to communicate their essential needs, mix with English-first language pupils, and play a full part in school life.

All pupils for whom English is an additional language should have access to the full curriculum and co-curricular activities on the same basis as all other pupils.

Aims

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- Through our promotion of Fundamental British Values, to welcome and value the cultural, linguistic, and educational experiences that pupils with EAL bring to the school and enable them to develop an understanding of and respect for British culture.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To make reasonable provision for any additional resources needed.
- To help EAL pupils become confident and fluent in speaking and listening, reading, and writing in English to fulfil their academic potential.
- To identify and make maximum use of the opportunities for modelling fluent English.
- To encourage and enable parental support in improving children's attainment.

Strategies

- All rooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities as appropriate.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.

Assessment

- On first joining the school, pupils who may have EAL will undertake an assessment to determine their level of proficiency in both spoken and written English and the level of support required. Such assessment will include dyslexia and dyscalculia screenings and GL reading and spelling tests.
- Through the school's regular assessment strategies, ongoing monitoring will be undertaken to evaluate progress in proficiency in English and inform staff and parents.
- The school will aim to ensure that, in conducting broader assessments of children's ability and progress, any limited proficiency in English will not be a barrier to understanding their wider abilities.

Teaching and Learning

For the majority of their time at school, EAL pupils will be integrated in the same classes as native English-speaking pupils. Everyone in the school is responsible for helping EAL children become more fluent in English.

During lessons, teachers will:

- Provide differentiated work as needed.
- Have high expectations, encouraging pupils to contribute beyond single-word answers.
- Recognise that EAL children are as able as other children and should be set challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow children to use their mother tongue to explore concepts.
- Give newly arrived children time to absorb English (there is a recognised 'silent period' where children understand more English than they use).
- Ensure that EAL children hear good models of English.
- Use collaborative group activities.
- Provide a range of reading books highlighting different ways in which English is used.
- Provide phonic resources as appropriate.
- Ensure many opportunities for talking with both adults and peers.

The Unique Child

- Ensure that all families feel included and are able to participate in their children's care and learning experiences.
- Keep pupils safe when they may not understand verbal instructions, with particular reference to fire drills and evacuation procedures.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL children needing additional support do not have SEN needs. However, should SEN needs be identified, EAL children will have equal access to the school's SEN provision.

Equally, if EAL pupils are deemed Gifted and/or Talented, they will have the same opportunities as any other gifted or talented pupil within the school.

Equal Opportunities

We provide equal opportunities to all our children, regardless of gender, race, or disability.

It is vital that every member of the school community is valued, and the teaching that each child receives should respect and support them in every way possible.

Future Schools

In cases where pupils have not yet acquired a level of proficiency in English to represent their abilities in secondary school entrance examinations, we will discuss the situation with secondary school admissions staff to enable them to adapt their assessment procedures as appropriate.