



CRICKLADE MANOR PREP

EAL POLICY

Whole School	Agreed	Published	Review Date
Yes (including EYFS)	Jan 2020	Jan 2020	Jan 2022

Rationale

Provision is made at the school for students whose first language is not English. Qualified and experienced teaching staff guide pupils towards a rapid understanding of reading, writing, speaking and listening in English. The EAL students will then be able to cope better with their subjects, as well as conversing with their fellow pupils, teachers and host families. Those pupils, who stay in the UK, will go on to successfully complete their education in schools and universities, while those who return to their home countries directly from the school are able to perform far better in the language than when they first arrived at the school.

Aims and Objectives

- To provide a happy, relaxed and caring atmosphere in order to ensure that pupils settle in to the school as soon as possible and feel ready to begin, or continue to learn English.
- To create an ethos where a pupil will develop a love and enjoyment of learning English despite any frustrations it may cause in the beginning.
- To ensure that there is regular and effective liaison between everyone involved in teaching EAL pupils.
- Be knowledgeable about pupils' abilities and needs in English and use this knowledge effectively in planning, teaching and pupil grouping.
- To improve the pupils' level of English in the areas of speaking, listening, reading and writing.
- To assess the pupils' initial level in English and provide them with a programme that encourages progress and continuity.
- To develop in the pupil a sense of confidence and motivation to speak English and therefore improve their ability to socialise with peers.

Teaching and Learning Approaches

The main role of the teacher is to support the learning of the EAL pupil. The opportunity is available for teaching to be carried out in small groups or on an individual basis depended on their need. The content of these lessons is based upon a combination of:-

- teaching specific communicative functions such as expressing opinion, certainty and doubt or asking and answering questions
- teaching specific target language structures such as nouns, verb tenses and plurals
- integrating the four language modes of speaking, listening, reading and writing into meaningful, contextual activities
- teaching language needed to fully access the curriculum eg mathematical or scientific vocabulary.
- CPD sessions are assigned as appropriate and Phonics support.

Many published materials are available as resources to support the teaching of the above. Depending on the differing needs of the pupils and in collaboration with the class teacher, subject teachers also develop their own programme of study, which they feel is more consistent to the progress of the child's language development. Many effective lessons can be based on reinforcing language structures the pupils come across in their new English environment. Presenting, practising and checking the learning of these structures are valuable in the progress of refining and modifying the EAL learners English.

Recording and Assessment

If possible, all prospective EAL students are given an initial assessment paper before they arrive in the school. Upon arrival, students also complete PIRA testing, which are useful diagnostic tools in determining areas of weakness which can be worked upon. EAL pupils sit the termly assessments with the other pupils.

Signed:

A handwritten signature in black ink, appearing to be the initials 'CB' with a stylized flourish.

Date:

Jan 2020