



# The Peterborough School

## English as an Additional Language Policy

<b>Policy Reference:</b>	17a English as an Additional Language Policy
<b>Review Date:</b>	April 2025
<b>Reviewed by:</b>	Deputy Head Head of Individual Learning
<b>Next Review:</b>	April 2027
<b>Review Frequency:</b>	Two Years



## Rationale

We are committed to providing a broad and balanced education consistent with the Woodard Ethos, which aims to unlock the potential of **each and** every child, taking into account their age, aptitudes and needs, including those with individual needs, and enabling them to be happy and successful adults through the acquisition of suitable skills and attributes.

At The Peterborough School, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all of our children to achieve the highest possible standards. We do this through taking **into** account each child's life experiences and needs. Some of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. Many EAL learners have abilities that they are unable to exploit because they lack fluency in the appropriate academic language.

This policy relies upon the definition of EAL students as defined by the DfE (2019) as follows;

*the term "EAL" is used to describe **a diverse and heterogeneous group of learners who speak English as an Additional Language**. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).*

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language.

At The Peterborough School, we aim to create a welcoming and supportive environment that will encourage EAL pupils to participate fully in all areas of School life. We aim to value and respect the cultural and linguistic identities of EAL pupils, and to use these to enrich the learning of all pupils. We strive to develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of School life.

In the Nursery, Preparatory School and Senior School the Head of Individual Learning [HIL] organises provision for EAL pupils. Their responsibilities include:

- maintaining the EAL register of pupils for whom English is not the first language.
- providing additional English language teaching through activities specific to the individual pupil's needs where necessary
- developing the social skills of EAL pupils through group work
- attending relevant INSET and feedback to staff
- being responsible for resources for EAL pupils
- liaising with teaching and pastoral staff to draw up a Pupil Profile where necessary
- liaising with teaching and pastoral staff to discuss and implement curriculum and/or timetable amendments and adaptations
- liaising with parents and other agencies and assist with communication between home and School if necessary.

Progress in the acquisition of the English language is assessed using the EAL Assessment Framework For Schools, developed by The Bell Foundation Educational Trust. Each EAL pupil will be assessed on entry to the School using the framework. If it is deemed necessary, the pupils will be given an EAL Pupil Progress File and their progress tracked. Regular assessment will be a collaboration between



teachers and parents using the Department of Education's English Language Proficiency Scales and the Head of Individual Learning will use the assessment information to monitor progress.

Pupils with EAL attend individual support lessons if recommended by the Head of Individual Learning who reserves the right to cease this support when it is felt it is no longer required.

In particular teachers should:

- encourage and ensure students' active involvement and participation in all classroom activities
- ensure that vocabulary work covers the technical as well as the everyday meaning of key words
- explain how speaking and writing in English are structured for different purposes across a range of subjects
- provide a range of reading materials that highlight the different ways in which English is used
- ensure that there are effective opportunities for talking, and that talking is used to support writing
- encourage children to transfer their knowledge, skills and understanding of one language to another
- build on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another
- use accessible texts and materials that suit children's ages and levels of learning
- provide support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses
- use the home or first language where appropriate.

Classroom activities will be differentiated by task, outcome, resources and adult support, to assist each pupil to make progress in line with expectation. Children in the EYFS are provided with opportunities to develop and use their home language in play and learning but we also ensure that children are supported to learn and reach a good standard in the English language.

All pupils, including those with EAL, follow the usual School curriculum as far as possible. Some modification does take place where necessary, when it is felt that access is not possible or where additional time would be better allocated to the support of language-related learning.

In the Senior School, some EAL pupils may follow a modified GCSE curriculum. Provision for qualifications in each pupil's first language is generally sought to increase the number of GCSE subjects being studied; this normally takes place at an early stage of their School career.

Assessment of EAL pupils is normally carried out according to the School's Assessment Policy.