



Pembroke Hall School

inspired



Inspired Education Group UK

EAL Policy

Last review date: June 2024

Next review date: June 2025



Vision

Pembroke Hall places our girls at the heart of everything. By combining traditional values with an innovative education, girls are prepared for life in an ever-evolving world through an ambitious and aspirational prep school experience. Placing emphasis on each girl as an individual, we recognise that happiness, a love of learning and emotional well-being are intrinsic to academic performance. Pembroke Hall girls are nurtured, challenged and empowered to succeed.

Aims & Values

At Pembroke Hall we aim for all Pembroke girls to:

BE INDIVIDUAL - Pembroke girls are encouraged to strive to achieve their personal best whilst developing their unique character. They are seen as individuals and their interests and talents are nurtured. The girls are encouraged to be articulate and confident, whilst understanding the importance of humility.

BE KIND - Pembroke girls develop the skills to work collaboratively with one another, using their emotional intelligence and a toolkit of strategies to support both themselves and others. The girls are encouraged to develop a sense of self-understanding and empathy for others.

BE CURIOUS - Pembroke girls are stimulated to be intellectually curious, ask questions, and develop a love of learning. They are given a breadth of experience and are encouraged to aim high in all they do.

BE ASPIRATIONAL - Pembroke girls are taught to understand the importance of making mistakes and are encouraged to step out of their comfort zone in their learning. A progressive curriculum embeds a culture of striving for excellence and families are supported to be aspirational in their senior school choices.

BE RESILIENT - girls are given numerous opportunities to reflect on their learning and develop strategies to manage their wellbeing. Girls develop a growth mindset, enjoy challenge and take risks.

BE RESPONSIBLE - Pembroke girls gain an appreciation of wider society and the diversity of nationalities, faiths, beliefs and languages represented by Pembroke Hall families. Girls develop a sense of responsibility to help others, through charitable work and community outreach.



Many of the pupils attending Pembridge Hall speak English as an Additional Language (EAL) and come from a range of ethnic backgrounds. It is our intention that these differences should be celebrated and any resultant needs addressed. There is a Head of Learning Support to oversee the EAL provision we offer.

We recognise the importance of developing fluency in one's first language and how this forms a firm basis for the development of any further languages. To this end parents will always be encouraged to support and develop fluency in the first language. Pembridge Hall is committed to maintaining the bilingualism of pupils wherever it can.

AIMS

- To welcome and value the cultural, linguistic and educational experiences, which pupils with EAL bring to Pembridge Hall School.
- To implement school wide strategies to ensure that EAL pupils are supported in accessing the curriculum so that they will not fail to reach their full potential due to English being their second or additional language.
- To support EAL pupils in becoming confident and fluent in English to be able to fulfil their academic potential.
- To monitor pupils' progress systematically and use the data in decisions about classroom management, curriculum planning and provision.
- To maintain pupils' self-esteem and confidence by acknowledging, celebrating and giving status to their skills in their own languages.



Definition

The school uses the following definition of EAL:

Term ¹	Definition
EAL	English as an Additional Language. This recognises that many pupils learning English already know more than one other language and are adding English to their repertoire. EAL is the term most often used in schools.

Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential or raising of economic prospects and being included in the daily life of the school community, and wider public society. As an Alpha Plus school, we view the fulfilment of this amongst EAL students to be a fundamental part of our sense of mission.

Without exception, we recognise that EAL students:

- Will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- Have a temporary additional need which is primarily language acquisition – it is separate and distinct from typical additional needs but with crossover points. EAL students are not automatically SEND or ‘special educational needs’ or even ‘lower ability’ and should not be automatically placed with SEND students for reasons of TA or LSA support or smaller groups.
- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
- EAL students have potential strengths as well as additional needs.
- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups or in a pair with fluent English speakers wherever possible, so as to provide them with good models of language.

Special Educational Needs and students working at a high level of attainment

The School recognises that most EAL students needing support with their English language development do not have SEND. However, should SEND be identified during assessment, EAL students will have equal access to appropriate provision in line with the SEND Policy.

Similarly, the School recognises that there may be EAL students who are working at a high level of attainment even though they may not be fully fluent in English.

¹ Training and Development Agency for Schools (2009), English as an additional language and SEN: self-study task 3. Available at: <https://dera.ioe.ac.uk/13766/1/task3.pdf>



Context

EAL is thought of in terms of at what stage a child is performing at in their acquisition of English and the term 'stages' commonly relates to this perspective.

Code	Definition²
A	<p>New to English</p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
B	<p>Early acquisition</p> <p>May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum</p>
C	<p>Developing competence</p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
D	<p>Competent</p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
E	<p>Fluent</p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum</p>
N	<p>Not yet assessed</p>

² Department for Education (2020), English proficiency of pupils with English as an additional language. Available at: <https://www.gov.uk/government/publications/english-proficiency-pupils-with-english-as-additional-language>



Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. The designated 'EAL Co-ordinator' is the Head of Learning Support and oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated 'EAL Coordinator' include:

- Identifying incoming EAL pupils, with support of the Staff Team.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into classes and have full access to the curriculum.
- Maintaining a register of EAL students.
- Ensuring that teaching staff are trained appropriately in issues relating to the teaching of EAL pupils.

Approach to Teaching and Learning

EAL provision in class will be monitored annually via InCAS standardised assessment data.

School and Classroom Ethos

All teaching staff (class teachers and teaching assistants) will:

- Recognise the child's mother tongue (for example saying the register in their language).
- Identify the pupil's strengths.
- Remember, pupils have the potential to become a fully bi-lingual adult, reaching their fully academic potential.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.



Teaching and Learning strategies

All teaching staff (class teachers and teaching assistants) will:

- Observe the pupil's competence in English in relation to the National Curriculum standards and expectations as soon as possible for pupils arriving in Years 1 to 6, if appropriate and feedback to Head of Learning Support.
- Show differentiated work for EAL pupils in planning.
- Have high expectations, expecting pupils to contribute and give you more than one-word answers.
- Promptly and sensitively correct misconceptions of grammatical errors and verb tenses.
- Actively seek to develop conversation to expand vocabulary through talk-partners and/or discussions with teacher/teaching assistant.
- Monitor progress carefully to ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that some EAL pupils may need more time to process answers.
- Give children who have newly arrived, time to absorb English (there is a recognised 'silent period' when children understand more English than they use).
- Ensure that self-confidence is maintained and extended, so that pupils move on to the next stage of language acquisition as quickly as possible.
- Use visual aids and real objects as far as possible to support understanding.
- Ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.

Assessment and Monitoring

- All EAL pupils will be assessed in line with our Assessment, Recording and Reporting Policy.
- Identify pupils requiring additional support via the strategies in place in the above mentioned policy (for example at Pupil Progress Meetings, direct referral to Head of Learning Support).
- Appropriate provision to be put in place according to the needs identified.



Additional Provision

Where Additional Provision has been identified for EAL pupils, this may include, but is not exhaustive:

- Support through such means as co-operative teaching between teachers and Teaching Assistants. For example, TAs working with small groups which are not exclusively EAL children, thus allowing continuing interaction with all peers, developing language both formally and informally, receiving support specific to their individual needs either within, or outside of, the normal classroom situation and when appropriate.
- Written work that is preceded by modelling, shared work, scaffolding, providing pre-learning vocabulary opportunities, oral and mental rehearsal.
- Visual aids that are used to support the learning of pupils in the early stages of acquiring English.
- Specialist teaching groups, outside the classroom, to enable expedited learning in order to help close any gap that may exist between the EAL pupil and that of their peers.

Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language & literacy interventions.

Parent Community

As a school we want to develop strong partnerships with our parents. We encourage parents to work with their children and use their mother tongue to explore concepts. To ensure that they can access information regarding their children, we can provide translations where necessary. We can also provide information on classes for parents to learn English as an Additional Language (ESOL) if requested.

This policy should be read in conjunction with other school policies, such as:

- SEND Policy
- Curriculum Policy
- Equal Opportunity Policy