ENGLISH AS ADDITIONAL LANGUAGE (EAL) POLICY

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Contents

1.   Overview

1.1   Merchant Taylors' Girls' School (MTGS):

- Promote equality of opportunity for all learners for whom English is an additional language.
- Deliver a broad and balanced curriculum which reflects the needs of pupils for whom English is an additional language.
- Ensure EAL pupils reach their full potential, promoting intellectual, emotional, social and physical development, allowing them to emerge as confident and well-rounded individuals.

2.   Definition of English as an additional language

2.1   EAL learners are defined as:

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency.' (DfE Schools Pupils and their Characteristics, July 2020).

3. **Objectives of MTGS in relation to EAL**

3.1   MTGS aim to:

- Support EAL pupils' well-being by welcoming them into the MTGS community, supporting their development of English fluency, as well as promoting confidence and self-esteem.

- Provide pastoral support in the form of a key link member of staff.

- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.

- Promote and encourage the development of the pupil's first language in order to facilitate concept development with their acquisition of English.

- Provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.

- Use visuals and other strategies to support the pupil's access to the curriculum.

- Ensure that language and literacy are taught within the context of all subjects.

- Actively liaise with parents to help them support their child's learning.

- Facilitate parents' access to school life by providing a key link member of staff to communicate with them (where possible this will be a teacher able to converse in the parent's first language).

- Provide staff with professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL pupils.

- Celebrate multilingual skills and promote linguistic diversity with all pupils.

4. **Identifying EAL pupils**

4.1   EAL pupils wishing to enrol at MTGS undertake the following process:

- Cognitive Ability Test (CAT4)
- Dynamic Placement Test (CEFT level)
- Provide a recent school report
- Interview with the SENDCO and EAL teacher

Collating the data provides an overview of the pupil's strengths and any areas of need. A report is passed to the Headmistress for the final decision on offer of placement.

4.2   MTGS use an EAL Tracking program to track EAL pupil progress in their proficiency of English, identify targets and suggest teaching strategies to support EAL pupils in the classroom, as well as providing formative and summative assessment.

5.   Whole school language development

5.1   All teachers need to consider the language demands, as well as the content of the curriculum and plan how they can support pupils' development of English expression and literacy across the curriculum.

5.2   All teachers are expected to support EAL pupils with their development of subject specific language and written ability. Alongside individual inclusive teaching strategies, as detailed in the EAL pupil's Pupil Profile, the following teaching strategies may support EAL pupils' development:

- Use pictures and videos whenever possible to aid understanding
- Provide exemplar resources
- Use translated subject glossaries
- Allow pupils to use dictionaries or translators during lessons
- Consider grouping/pairing EAL pupils with strong non-EAL peers
- Identify and pre-teach subject specific terminology/phrases
- Discreetly check their understanding of the task set
- Speak at an appropriate speed to aid understanding
- Deliver short concise instructions
- Monitor their development of English language
- Allow extra time to respond to a verbally presented questions
- Provide sentence starter/ paragraph starters

5.3   Provide opportunity to access their first language with literature and multi-media resources.

5.4   Provide an extra curricula enrichment program to support EAL pupils with their development of English language and provide ample social opportunities to support spoken expression and integration into the MTGS community.

5.4   Display a variety of languages in whole-school displays.

5.5   Provide opportunities to celebrate international languages.

6. **Additional provision for EAL pupils**

6.1   MTGS support EAL pupils' well-being by providing them with a key link member of staff, who facilitates pastoral sessions focusing on the pupil's well-being; this is provided on an individual needs basis.

6.2   Where an EAL pupil requires individual High-Quality Teaching strategies, a Pupil Profile will be created to advise teacher of specific strategies to support the pupil's progress. The EAL Tracker supports the identification of such strategies, as well as supporting the tracking of the pupil's language proficiency and providing formative and summative assessment.

6.2   Additional learning support provision for EAL pupils is provided based on the pupil's individual needs and their academic progress. For those pupils requiring additional support, MTGS provide a support teacher to develop proficiency in English. The pupil will follow an Individual Learning Plan (ILP).