

Hill House School Policy

English as an Additional Language (EAL)

Hill House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. It is our aim that all students fulfil their potential.

Legislation

Complies with Part 6, paragraph 24(3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- the whole location inclusive of activities outside of the normal hours;
- all staff (teaching and support staff), the proprietor and volunteers working in Hill House School.

Availability

This policy is made available to parents/guardians, carers, staff and individuals from the school office and website.

Introduction

In common with the rest of the curriculum, where a child is learning English as an additional language, this is individually planned for, taking into account the particular needs of the child and working with the family to plan how best to facilitate the child's integration into an English-speaking setting. If for example, a child at Hill House was most comfortable with say another language our strategy in understanding how best to enable the child to use English would include observing the child communicating in their mother tongue. As a result of this, key English words would be sent to the guardians, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the child might be trying to say. It would also assist in preventing the child becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the child to transfer the word into English. Our experience is that this individually tailored approach has shown to be highly successful. We offer guardians the

option to receive any policies, procedures, newsletters etc. That they would receive in English, translated into other languages.

The teaching and learning, achievements, attitudes and well-being of all our Individuals are important. We encourage all our Individuals to achieve the highest possible standards. We do this through taking account of each Individual's life experiences and needs.

Aims and objectives

The National Curriculum secures entitlement for all Individuals to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those Individuals who are learning English as an additional language. This is in line with the requirements of current legislation

We aim to raise the attainment of minority ethnic pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible;
- providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class and withdrawal support to these pupils;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing pupils with EAL to establish their needs and progress;
- liaising with Special Educational Needs (SEN) colleagues in identifying pupils who may additionally have SEN.

The aims of our (EAL) provision are that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

Assessment for learning

At Hill House we assess our students in a number of ways including:

- assessing Observations of students at work
- Scrutiny of work
- Rich questioning throughout lessons
- Consultation with students
- Supported by a range of evidence (photographs, videos, evidence of work)

Students are also assessed using the “Hill House Curriculum Assessment Framework” composed of “I can” statements based upon the ‘P’ levels and still widely used NC levels of progress and attainment. Progress is analysed twice a term in order to inform future planning, assess effectiveness of current methodology and to action interventions in a timely manner. Reports are sent to parents and authorities on progress achieved.

The “Hill House Curriculum Assessment Framework” is based on the current ‘P levels’ but is tailored to more closely match the needs of our students and to reflect our curriculum. Each Subject has a set of between 60-100 outcome descriptors written in “I can” statements. There are also “I Can” descriptors for P9 and P10 which forms a bridging assessment structure into the new National Curriculum expectations. This P9 and P10 is also based upon the old National curriculum Levels 1 and 2. In English and Maths we have an assessment framework which also caters for students who are working at entry level. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the `Show Progress` programme. We report the progress in terms of whether the student is making Above Expected (Accelerated) Progress, Expected Progress or Below Expected Progress.

Core Curriculum

Above Expected (Accelerated) Progress	“I Can” Targets met/ term
Expected Progress	“I Can” Targets met/term
Below Expected Progress	“I Can” Targets met/term

We assess the academic performance of our students in terms of whether they have made progress towards their target from their baseline assessment, this target is generated in line with the DFE progression guidance 2011 Progress & Attainment is no longer measured in terms of a percentage of a level gained across the year. This new model of assessment is in line with the recommendations of the Rochford Review and is part of our move to a “life beyond levels”.

All Students at Hill House have the opportunity to work towards a form of accreditation from AQA (Assessment and Qualifications Alliance) which aims to provide recognition for achievements. Students work to achieve units alongside curriculum topics, gaining awards in academic subjects as well as achieving accreditation for learning a life skill, from September 2017 the progress of students in non-core subjects is measured against the achievement of AQA and other external accreditations.

We continue to strive to ensure that in the sixth form the students have access to a curriculum that enables them to achieve more and more of these external accreditations with an increasing focus on vocational and work related learning. Some Students also

work towards Entry level awards. From the Summer Term 2019 students in the sixth form will also be working on the OCR "life and living skills "accreditation.

The class teacher and speech and Language therapist work closely together to ensure that the curriculum is accessible to those students for whom English is not their first language. This could incorporate use of symbols and pictures in order to support them to progress with their language and communication skills.

Identification and Assessment

Guardians are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- NFER English and Maths tests
- PIPs and Aspects
- Foundation stage profile
- CATs
- Teacher assessment
- Reading tests/sweeps
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with guardians
- Attendance and behaviour monitoring
- Accurate ethnic data

Once the pupils have been identified and assessed, the class teacher needs to work with colleagues to develop Individual Language Plans with SMART targets (ILP's). All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

Teaching and learning style

Teachers take action to help Individuals who are learning English as an additional language by various means:

- developing their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - providing in class support for individuals and small groups;
 - developing appropriate resources;
 - explaining how speaking and writing in English are structured for different purposes across a range of subjects;

- providing a range of reading materials that highlight the different ways in which English is used;
 - encouraging Individuals to transfer their knowledge, skills and understanding of one language to another;
 - providing support within small-group intervention strategy programmes also involving non–EAL pupils;
 - providing advice and training for staff members;
 - building on Individual’s experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- ensuring access to the curriculum and to assessment by:
 - using accessible texts and materials that suit Individual’s ages and levels of learning;
 - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
 - using the home or first language where appropriate.

Home-school links

These are in place to:

- Welcome guardians into school
- Communicate with and involve guardians in their Individual’s learning
- Promote a multi-cultural understanding in school

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Professional development

All staff are provided with opportunities for training on EAL, through the SENCo, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

Use of ICT

ICT is a central resource for learning in all areas at insert name of school and is used when relevant for meeting the needs of EAL pupils.

Resources

Staff working with EAL pupils can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to

support Learning Development including EAL. If teachers do not share the student's language they can use resources to demonstrate the value of the student's language through:

- dual language texts;
- multi lingual labels around the classroom / school and
- stories from their own and other cultures.

Effective EAL support

This will be evidenced by:

- High standards of EAL training and curriculum content for EAL pupils
- Good leadership and management of EAL
- Pupils with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of pupils at the early stage of language learning
- Use of our 'guardian angel' system. New EAL learners can be paired with both a helper who speaks their mother tongue, wherever possible (to help them feel comfortable) and a classmate (to help them integrate into the school)
- Support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson
- The offered curriculum is relevant and sensitive
- The SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- Links with guardians are good
- The area is a strength in the school

The additional support beyond the classroom available through the SEND department will take following form:

Key Stage 4

Students with an appropriate level of English will continue in mainstream English lessons leading to GCSE English and English literature. Those who would find the GCSE curriculum too difficult or inappropriate will receive timetabled EAL lessons in preparation for the First Certificate in English or the Cambridge Preliminary English Test.

Key Stage 5

Sixth formers are recommended two lessons of EAL a week during their study periods. Students are working towards the IELTS examination which is required by many universities in the UK and abroad. Arrangements will be made for them to take their IELTS at a local school centre.

Identification of EAL needs

EAL needs are identified through a range of methods, including:

- On entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the child and guardians take place.
- By teaching staff recognition of the particular needs of a child, which should be fed back to the SENCo.
- Through individual meetings with the SENCo, and with the Head of the MFL faculty where appropriate (e.g. where the language spoken is one that is taught within school, and/or where facilitation of the child's development of language can clearly be assisted through the MFL department's provision).
- Through discussion with external professionals e.g. tutors, previous teachers, etc.
- Through parental information.

Guardians are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. Once the students have been identified and assessed, the SENCo will provide key details of the students' requirements, and advice as to appropriate strategies, through the EAL register. All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to speak themselves.

Provision for Learning Needs

Students with EAL will be differentiated for in accordance with our Differentiation and SEND policies. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all students this differentiation will be personalised by subject teachers to take into account the stage of learning attained by the student, and the methods in which they work best. Teachers will be advised and supported by the SENCo as to suitable methods for each child.

Provision for Learning Needs within Modern Foreign Languages (MFL) lessons

We have students who have English as their native language and who use another language. We will also have students whose native tongue is not English but they use it as their language of instruction. We will refer to both categories of students as Bilingual Learners as they live in two or more languages. Bilingual students are those who have 'access to more than one language in normal and natural ways in their daily lives.'

Within language lessons we will aim for Additive Bilingualism rather than Transitional Bilingualism which can restrict student learning. We will aim that through their lessons in French and Spanish, knowledge of other languages extends their constantly expanding language repertoire promoting their use of English and mother tongue. Languages are not separate and isolated units and bilingual learners show a greater level of metalinguistic awareness as well as greater cognitive capacity for language as a system.

Bilingual students often demonstrate higher levels of self-confidence as they function in different cultures and social groups.

If a student is bilingual in French or Spanish, they will be given access to an EPP booklet for regular extension within the classroom. Additional EAL resources tailored to their precise abilities and needs will also be made regularly available. The opportunity to sit qualification examinations (e.g. GCSE, A-level) in their native tongue will be arranged wherever possible, and the Head of MFL can provide advice and guidance on obtaining tuition in languages outside school. Furthermore, the Head of MFL will endeavour to allocate time, where possible, to one on one or small group sessions with bilingual students with Native Language Assistants alongside the option of an after-school club delivered by the assistants aimed specifically for bilingual speakers of the appropriate language.

Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences;
- appropriate modelling of language;
- opportunities to communicate confidently in the new language;
- motivation through meaningful activities;
- self-confidence through praise and
- stimulating and enjoyable learning situations and
- Time spent with Native Language Assistants in one on one or small group sessions.

Curriculum Access

Teaching and learning, achievements, attitudes and well-being of all our Individuals are important. Some of our Individuals may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Individuals who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking Individuals. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

All Individuals in our school follow the curricular requirements of the National Curriculum. Individuals with English as an additional language do not produce separate work.

We do not withdraw Individuals from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms. This involves supporting individual Individuals or small groups of Individuals and, at times, teaching the whole class. Sometimes they work with groups of Individuals, of whom only one or two may be EAL Individuals.

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.

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