

EAL POLICY

THIS POLICY APPLIES TO MILLFIELD PREP SCHOOL

Introduction

The aims of the EAL department are, firstly, to teach English to a standard whereby the pupils can access the rest of the Millfield Prep School curriculum and, secondary, to provide a caring, supportive and welcoming environment wherein the overseas pupils can feel safe and comfortable as well as feeling confident and free to express themselves in English, regardless of their background or level. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and objectives

If a child can comprehend their surroundings, they will gain knowledge, learn with more confidence and feel a sense of achievement. Confidence and self-esteem are paramount in the development of a person's education and character. Having attained confidence and a feeling of self-worth, the child stands a stronger chance of seeing themselves as a useful part of the school or society in which they are living.

Millfield Prep School secures entitlement for all children 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, both by encouraging British values and a general open mind to the international community. Children are encouraged to feel a sense of pride in where they come from while simultaneously having a genuine interest in regards to children from other cultures.

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. This is in line with the requirements of the Race Relations Act 1976.

Teaching and learning style

In our school teachers take action to develop our pupils' speaking, listening, reading and writing through specialist teacher extractions, as well as ensuring our pupils' confidence in expressing themselves in English grows alongside their English ability. We do this using various means:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- 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.
- Ensuring that there are many effective opportunities for oral communication, and that talking is used to support writing (and vice versa).
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that they are developing uses of English.

Ensuring access to the curriculum and to assessment by:

- Providing support through computers, iPads, dictionaries, readers, newspapers and literature.
- Giving them access to mobile learning, while ensuring that there is enough direct oral communication to provide a natural environment to improve their language skills.
- Using accessible texts and materials that suit the children's ages and levels of learning;
- Building on children's experiences of language at home and in the wider community, so that they develop their English as a native speaker would.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.

Curriculum access

Special provisions are provided for children learning English as an Additional Language so that they find it as easy as possible to adapt to their new environment.

All children in our school follow the curricular requirements as outlined in the school's academic policy. Class teachers receive guidance from the Head of EAL on how to support children with English as an Additional Language. Furthermore, children are encouraged to come to their EAL teachers if they are having difficulty understanding anything in the classes that they have that aren't EAL (e.g. maths, music, etc.).

Pupils who arrive at school with less English than C1 level (near fluent); they will be extracted from class lessons for an appropriate amount of lessons (depending on their level) and given EAL classes. For lower level students (A0-B1), they will come to us during English, history, geography, R.S. and the sciences, and will stay in their normal class for maths, music, drama, art, games, PSHE, ICT, languages and technology. This normally equates to about sixty percent of the curriculum with native English speaking classmates and we feel that this intensive immersion in English facilitates as rapid an acquisition of the language as possible. Some higher level students (B2+) may come to us just during their English classes, and some just once a week for a one-to-one or one-to-two class. We tend to err on the side of caution, and have the students come to us more at the start. By the start of the spring term, the majority of EAL students will be coming to us for fewer classes than they were at the start of the Autumn Term. This is the case from Year 3 to Year 8. We will also give assistance to pupils who require EAL lessons in the Pre-Prep School, if necessary. The Heads of EAL at both Millfield Senior School and Millfield Prep School liaise throughout the year and as the

academic year draws to a close discuss the transition of pupils from the Prep to the Senior School.

Classes are grouped by ability and age. As we have three-four teachers in the department (as necessary), we really can accommodate each pupil's individual needs.

Pastoral

EAL children are grouped in accordance with school policy and are monitored by their Group Tutor who keeps in regular contact with the EAL coordinator in order to update programmes of study and keep up with the individual needs of the child.

Assessment

We carry out on going recording of attainment and progress in line with agreed school procedures in order to continually meet the ever-changing needs of the children. Prep is set on a weekly basis.

Ongoing assessment for children in years 6, 7 and 8 is measured through Cambridge English testing, starting at KET level and progressing through PET and towards FCE. This measure of progress is passed on to the pupils' parents and to their next school along with end of year reports. Pupils are also examined at the start of the year and at the end of the year, in the form of SRS English testing, as with the rest of their year.

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