



# THE TOWERS

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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<b>Date Approved:</b>	2011
<b>Ownership:</b>	Assistant Headteacher Pastoral\Academic
<b>Last Review:</b>	September 2017
<b>Next Review:</b>	September 2019

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### 1. Principle

This policy intends to support the school's aims as outlined in the Mission Statement.

"As a Gospel centred community, we aim to:

- build a loving environment where pupils will be enabled to grow in the knowledge and love of God and of each other;
- value each individual equally;
- enable all to flourish and develop their own talents; and
- teach individuals to value the unique gifts of those around them."

SEMPER FIDELIS - Always Faithful.

The policy is applicable to all pupils including those in the Early Years Foundation Stage (EYFS).

### 2. Legal Status

This policy has been prepared with reference to:

- The Statutory Framework for the Early Years Foundation Stage (DfE, 2017)

- Equality Act 2010

### **3. Related Documents**

This policy should be read in conjunction with:

- Equality of Opportunity
- Marking and Assessment Policy
- Special Educational Needs
- EYFS Inclusive Practice, Equal Opportunities and Promoting Diversity policy
- EYFS Admissions and Transitions policy

### **4. Policy Statement**

To develop pupils' abilities:

- to understand and respond to spoken English
- to communicate in speech
- to read, understand and respond in written English
- to communicate in writing to give pupils the opportunity to fulfil their potential in their GCSE and English Language external examinations and to progress to further education

### **5. Definition**

5.1. At The Towers we use the definition EAL (ESL) for those pupils who live abroad or have lived abroad for whom English is not their first language. Also, for pupils who live in the UK, where English is not the first language spoken at home.

### **6. Objectives**

6.1. Pupils should be able to demonstrate:

- an increasing understanding of spoken and written English.
- the ability to communicate in English with confidence, using accurate spoken and written constructions
- an increasing ability to communicate ideas and opinions
- an increasing fluency
- an increasing accuracy in pronunciation and intonation

### **7. Practice and Procedures**

7.1. At The Towers these vary dependent upon the perceived needs of the individual child. In the Early Years Foundation Stage we use visual timetables, language books and our interactive whiteboard to assist with daily routines. Early Years practitioners have knowledge of a variety of languages which supports interaction with EAL children. Any junior child with an EAL need will be assessed by the Junior SENCo and be offered in class TA support whilst any senior girl will be assessed by the English department and be taught according to her needs and abilities. Where necessary an EAL specialist will be contacted to provide extra-curricular support at an additional cost.

- 7.2. Students are expected to take their dictionaries to all their timetabled lessons so that they can understand key words in their lessons. They are required to speak English at all times during the school day and encouraged to do so in the boarding house.
- 7.3. As well as participating in the Cambridge assessments, in English students across the Key stages should be assessed according to the QCA 2000 document 'A language in Common' which should be read in conjunction with *Marking Progress, Training Materials for Assessing English as an Additional Language* (DfES 2005) and *Aiming High: Guidance on the assessment of pupils learning English as an additional language* (DfES 2005) .
- 7.4. All students are entitled to the use of bilingual dictionaries in tests, and most GCSE examinations.

## **8. Examinations**

- 8.1. Cambridge K.E.T., P.E.T. and First Certificate examinations are taken at the Sussex Open Centre, usually in December or June.
- 8.2. A grade 'C' in the FCE counts as a pass grade in GCSE thus assisting non-native English speakers who find it difficult to gain a grade 'C' in GCSE English Language and Literature to progress to further education.

## **9. Assessment and Record Keeping**

- 9.1. Ongoing teacher assessment enables teachers to match the tasks set to the abilities and needs of pupils as they progress.

## **10. Resources**

- 10.1. Each teacher is responsible for the management of language text books, fiction, nonfiction and reference books, tapes and sets of reading books belonging to the Department. A further selection of fiction, non-fiction and reference books is also kept in the School library.

## **11. Early Years**

- 11.1. The EYFS staff will encourage children to develop and use their home language through play and learning whilst ensuring that their English Language Skills are developed in accordance with the Statutory Framework for the EYFS (DfE, 2017) and children are ready to benefit from the opportunities available to them when they begin Year 1. This will be achieved by working with the parent /carer, ensuring that suitable resources are available, following the child's interests and if necessary accessing appropriate training for staff.
- 11.2. Teaching for EAL is, by its nature, very individual and flexible and, accordingly, we also access a wide range of contemporary materials, including online resources.