



JACK & JILL

FAMILY OF SCHOOLS

English as an Additional Language Policy

Reviewer: Nick Hitchen (Head of Clarence House)

Review date: January 2020

Operational from: January 2020 to August 2021

Next review date: June 2020

Principal's Signature:

Kevin Papinuit

'School' refers to Jack & Jill School, including the Pre-Prep and Clarence House Preparatory School (CHPS); 'parents' refers to parents, guardians and carers.

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework;;
- Prepared with regard to the Education (Independent School Standards) Regulations 2014.

Applies to:

- Jack & Jill (Early Years Foundation Stage);
- Jack & Jill Pre--Preparatory; and,
- Clarence House Preparatory.

Related Policies:

- Teaching and Learning Policy;
- S.E.N.D. Policy;
- E.A.L. Policy; and,
- Equality and Diversity Policy.

Who is this policy for?

- Staff and volunteers;
- Parents;
- External agencies.

Available from:

- School Website

Available on request:

- School Office

Monitoring and Review:

We are aware of the need to review the curriculum policy regularly so that we can take account of new initiatives, changes in the National Curriculum, developments in technology or changes to external entrance examinations. As such, this Policy will be continuously monitored and reviewed by no later than two years from the date shown above.

1. Policy

Introduction

Jack & Jill School aims to ensure that we meet the full range of needs of those children who are learning English as an Additional Language (E.A.L.). This is in line with the requirements of the Race Relation Act 1976.

Definition

The term E.A.L. (English as an Additional Language) is used when referring to pupils whose main language at home is a language other than English.

Aims

Jack & Jill School aims:

- To make appropriate provision of teaching and resources for pupils for whom English is a second language and for ensuring E.A.L. children are able to maximise their attainment;
- To identify individual pupil needs; and,
- To ensure equality of access to the curriculum.

Jack & Jill School aims to ensure that all E.A.L. pupils learn to:

- Use English confidently and competently;
- Use English as a means of accessing the curriculum; and,
- Where appropriate, make use of their knowledge of other languages.

Inclusive Environment

Jack & Jill is a multi-cultural school where differences are celebrated.

Roles and Responsibilities of the E.A.L. Leader

Our E.A.L. Leaders are Catherine Taylor and Leida Muka.

The E.A.L. Leaders are responsible for:

- Overseeing the Identification Assessment process;
- Monitoring the progress and attainment of E.A.L. pupils;
- Ensuring the register of E.A.L. pupils is up-to-date;
- Ensuring records are maintained and updated on K.S.M.;
- Purchasing resources; and,
- Producing 'Day One' and 'Week One' induction packs.

Roles and Responsibilities of Staff

All staff have a responsibility for supporting and encouraging the development of good spoken and written English, including:

- Initial assessment of E.A.L. pupils' needs;
- Modeling good English and having high expectations of E.A.L. pupils; and,
- Setting ambitious targets for E.A.L. pupils, and planning and teaching activities to enable E.A.P pupils meet those targets.

Curriculum Access in the Early Years

In the Foundation Stage we plan opportunities for pupils to develop their English and support to help them take part in activities.

Curriculum Access in the Pre-Prep and Clarence House (Year One-Six)

All pupils follow the Jack & Jill and Clarence House Curriculum, which is informed by the National Curriculum.

Language support is provided by the class teacher in the classroom, with curriculum access provided by:

- Using accessible or differentiated texts and visual support materials;
- Key features of language, which are necessary for effective participation, will be taught. These might include key words, certain patterns of grammar, uses of language or forms of text.
- Differentiating tasks.

Where required, Learning Assistants support E.A.L. pupils in the classroom and playground; pupils may be withdrawn from task for specific tasks or interventions, e.g. to pre-teach key words.

Key Principles for Additional Language Acquisition

- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and, where applicable, to build on their existing knowledge and skills;
- Effective use of language is crucial to the teaching and learning of every subject
- Language develops best when learnt in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

Planning and Differentiation

Planning provides differentiated opportunities for E.A.L. pupils.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility. Displays and resources reflect cultural diversity. A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc.

Assessment

The school will ensure that all E.A.L. pupils have access to statutory assessments, making use of special arrangements, including first language assessment/support where appropriate. Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

S.E.N.D. and Enthusiasts ('Gifted and Talented' Pupils)

Jack & Jill School recognises that most E.A.L. pupils needing additional support do not have S.E.N.D. needs; however, should S.E.N.D. needs be identified during assessment; E.A.L. pupils will have equal access to school S.E.N.D. provision.

Similarly, the school recognises that there may be E.A.L. pupils who are 'enthusiasts' ('gifted' or 'talented' pupils), even though they may not be fluent in English. These pupils will have equal access to Jack & Jill's provision for Enthusiasts.

Parents and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families.

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

We aim to ensure that our written and spoken communication with families and with the community is clear and effective.

Record Keeping

The E.A.L. Lead ensures that:

- A register is maintained of E.A.L. pupils;
- For pupils in Y1--6, pupil progress in the QCA English scales is recorded on School Kompanion.

Monitoring

The School's Annual Pupil Progress and Achievement Report (A.P.P.A.R) will include analysis of the attainment and progress of EAL pupils. The A.P.P.A.R. will serve as the basis for planning programmes of action.

2. Procedure

Identification in Jack & Jill

On entry parents outline all languages to which their child is exposed, and the extent to which they are familiar with these languages. Information given by the parents is then used to assess the requirements of the child during their first half-term at Jack & Jill School.

Once this initial assessment has been completed, a number of approaches may be taken:

- No specialised support is required;
- Additional support provided, and the pupil is added to the E.A.L. register

In Year One--Six, we use the EAL English scales to measure English language competence for EAL pupils. The procedure is outlined below.

We carry out termly reviews of progress using the QCA scales.

Sources of Evidence for QCA English Scales

Sources of evidence used to inform the QCA English Scale assessment of EAL pupils:

- Teacher assessment;
- Standardised test data;
- Formative test data;
- Progress in meeting individual targets; and,
- Participation in class/group/paired discussion

Provision

Where a pupil is identified as having E.A.L. needs, action will be taken to remove or reduce the barriers to learning. E.A.L. provision may take a number of forms, depending on the identified individual needs of the pupils.

Records of E.A.L. needs will include:

- Pupil's name
- Class
- Targets with indented outcomes;
- Provision, e.g. additional support or interventions; and,
- Any access arrangements

Appendix 1 Pre-Prep & CHPS E.A.L. Scales

Name to school	Year Group	Date of entry		
Assessment of listening and understanding		Term		
The extended scale for listening and understanding		Autumn	Spring	Summer
Step 1 (S1) Pupil listens attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.				
Step 2 (S2) Pupil understands simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.				
Level 1 (Threshold) (S3) With support, pupil understands and responds appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.				
Level 1 (Secure) (S4) In familiar contexts, pupil follows what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.				
Consolidating (S5) Pupil can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions.				
Competent (S6) Pupil can participate as active speaker and listener in group tasks. They understand most social and academic school interactions delivered at normal speed.				
Independent (S7) Pupil has the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.				

Assessment of speaking	Term		
The extended scale for speaking	Autumn	Spring	Summer
Step 1 (S1) Pupil echoes words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.			
Step 2 (S2) Pupil copies talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.			
Level 1 (Threshold) (S3) Pupil speaks about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.			
Level 1 (Secure) (S4) Pupil speaks about matters of interest to a range of listeners and begins to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupil conveys meaning, sustaining their contributions and the listeners' interest.			
Consolidating (S5) Pupil begins to engage in a dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary.			
Competent (S6) Pupil uses language appropriately across the curriculum for different academic purposes (e.g.explaining) – some minor errors may still be evident. They are beginning to use more complex sentences.			
Independent (S7) Pupil has the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.			

Assessment of reading	Term		
	Autumn	Spring	Summer
The extended scale for reading			
Step 1 (S1) Pupil participates in reading activities. They know that, in English, print is read from left to right and from top to bottom. They can recognise their name and familiar words and identify some letters of the alphabet by shape and sound.			
Step 2 (S2) Pupil is beginning to associate sounds with letters in English and to predict what the text will be about. They can read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.			
Level 1 (Threshold) (S3) Pupil can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.			
Level 1 (Secure) (S4) Pupil uses their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.			
Consolidating (S5) Pupil uses more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From Key Stage 2 onwards reading has typically begun to be a tool for learning rather than a process which is an end in itself.			
Competent (S6) Pupil understands many culturally embedded references and idioms, but may still require explanations. From Key Stage 2 onwards they can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis.			
Independent (S7) Pupil has the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.			

Assessment of writing	Term		
	Autumn	Spring	Summer
The extended scale for writing			
<p>Step 1 (S1)</p> <p>Pupil uses English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.</p>			
<p>Step 2 (S2)</p> <p>Pupil attempts to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, they show knowledge of the function of sentence division.</p>			
<p>Threshold (S3)</p> <p>Pupil produces recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.</p>			
<p>Secure (S4)</p> <p>Pupil uses phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and their grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.</p>			
<p>Consolidating (S5)</p> <p>Pupil is able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different kinds of writing. Their production is more limited when they receive no such support. They are beginning to understand that different contexts require different forms of expression and they will be attempting to respond to this understanding in their writing.</p>			
<p>Competent (S6)</p> <p>Pupil can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They still require support to develop the organisational skills and appropriate linguistic forms for new contexts.</p>			
<p>Independent (S7)</p> <p>Pupil has the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using only the National Curriculum for English.</p>			