



THE WEBBER INDEPENDENT SCHOOL

EAL POLICY



This policy sets out the Webber Independent School aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students, especially newly arrived to the country, and helping them to achieve the highest possible standards.

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AIMS

- To give all students the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- To implement appropriate strategies to ensure that EAL students are supported in accessing the full curriculum.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To ensure that parents understand the new educational system of which the student is now a part.
- To encourage students to practise and extend their use of English.
- To encourage and enable parental support in improving students' language skills.

OBJECTIVES

- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress each term in Junior, Senior and Whole School meetings in order to make decisions about classroom management and curriculum planning.

SCHOOL/CLASS ETHOS

- Classrooms are arranged to be socially and culturally inclusive;
- Teachers recognise the student's mother tongue, identifying their strengths and boosting the student's self-esteem, and enabling the student to become a bilingual;
- Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a student appears orally fluent.
- Assessment - The student's needs should be identified during the admissions process:
- The Registrar will report/collect information about a student's additional language needs; this will be passed to all members of staff.

- A meeting with the student's class teacher and the parent/carer begins the process of ongoing evaluation to meet the student's individual needs.
- Following the above, lessons will be planned appropriately.
- The teacher will keep a record of the student's progress and communicate this (together with reviews and new actions) to the EAL Coordinator at the end of each term.
- The teacher will meet with parents once each term to review progress.

TEACHING AND LEARNING

- Staff can help students learning English as an additional language in a variety of ways:
- By planning differentiated work for EAL students if necessary.
- By setting appropriate expectations; encouraging students to contribute and give more than one word answers.
- By monitoring progress carefully and ensuring that EAL students are set appropriate and challenging learning objectives.
- Recognising that EAL students may need more time to process answers.
- Giving newly arrived young students time to absorb English.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging students to transfer their knowledge, skills and understanding of one language to another.

ACCESS AND SUPPORT

- All students will follow the full school curriculum as much as it is reasonable.
- EAL students may be supported through a Teaching Assistant in Junior School classes whenever possible.
- Where necessary, withdrawal support may take place.

JUNIOR SCHOOL

- The school curriculum helps students learning English as an additional language by:
- Building on student's experiences of language at home, and in the wider community, so that their developing use of English and other languages support each other.
- Providing a range of opportunities for students to engage in speaking and listening activities

in English with peers and adults.

- Teachers and assistants refrain from talking to students in an abstract manner but instead talk about what is concrete and present that the students are experiencing.
- The daily repetition of stories and rhymes in circle time offers time for the students to absorb a rich experience of spoken English.

RESPONSIBILITIES REGISTRAR

- To obtain, collate and distribute information on new students to relevant teachers and EAL Coordinator. This includes:
- Language(s) spoken at home;
- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.

TEACHERS

- Relevant information on students with EAL is passed on to all staff.
- Are knowledgeable about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and student grouping.

EAL COORDINATOR

- Reviews EAL Policy annually.
- Monitors EAL students' progress as when needed.

ADMISSIONS INTERVIEW

The school will:

- Provide a key person to meet and greet new families on arrival. In the first instance this will be the Registrar.
- Whenever necessary provide an induction pack including visual timetables, maps of the school calendar of term dates, details of school uniform and any other vital facts about the school to ensure students know as much as possible about the school.
- Inform the family they may bring an interpreter to this meeting if they wish.
- Make copies of key documents such as passport, proof of residence etc

- Arrange to hold the meeting in a suitable place where there are no disturbances.
- Spend time touring the school showing typical school activities.
- Arrange to introduce the family to the Headmistress, class teacher and classmates.
- Where appropriate, invite the student to stay in the classroom for a short period.
- Make clear to parents that this information is collected to enable the school to make high quality provision for the student.
- Spend time helping the families to complete forms.
- Allow at least 2-3 days after the interview before the student begins school.

PREPARATION

- Ensure that the student's full name is correctly spelled and pronounced.
- Arrange 'buddies', placing students with peers of the same linguistic and cultural background where possible but ensuring the assigned buddies are mature and good role models.
- If necessary, borrow a selection of bilingual resources from MK EMA Network Team to initially support the new arrival then gradually build up a bank of permanent resources. Use of self created bilingual resources and EAL software.

INDUCTION

The school will:

- Re-familiarise the student with the school, prioritising the toilets, medical room and water supplies and key people.
- Take time to re-clarify the school routine, using visuals to help.
- Assign a tray, locker etc to promote a sense of belonging.
- Avoid placing students with SEN groups; they need good role models of English.
- Allow the student to communicate in their first language.
- Plan a variety of collaborative activities so the student may participate.
- Accept that the student may experience a 'silent' period and do not force the student to participate if they are unwilling.
- Arrange a review meeting with the parents, 6 weeks after the student begins to discuss the student's integration and possible targets for progression.

ON-GOING SUPPORT

The school will:

- Assess language acquisition and review progress every half term.
- Ensure that all achievements in the acquisition of English, however small, are acknowledged and praised.
- Promote progression of language acquisition; plan a wide range of strategies including lots of speaking & listening opportunities.
- Maintain regular contact with home and wherever possible encourage parental support.
- Monitor academic and social progress – is the student involved in extra-curricular activities, school trips etc?
- Plan for language development to ensure that EAL students can acquire the academic language needed to access the National Curriculum



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