

## CITY OF LONDON SCHOOL FOR GIRLS

### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy is designed to support children who have English as an Additional Language. EAL children come from a range of ethnic, economic and linguistic backgrounds and most are literate in their home language as well as in English. As a school, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make.

#### **Ethos**

At CLSG the teaching and learning, achievements, attitudes and well-being of all our pupils are paramount. We encourage all our pupils to achieve the highest possible standards. We do this through taking account of each girl's life experiences and needs.

Some of our pupils have particular teaching and learning requirements, because they speak English as an additional language.

Girls who speak 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**

We aim to ensure that pupils in the school, who have all gained admission by selective examination procedures, have equality of access to the curriculum. We promote the principles of fairness and justice for all through the education that we provide in our school, so that our pupils are able to realise their full potential academically and socially and to develop as responsible citizens.

The aim of this policy is to help ensure that we meet the full range of needs of those children for whom English is an additional language. This is in line with the requirements of the Race Relations Act 1976.

#### **Definition of EAL**

We follow the CLSG guideline and its definition of EAL as: **a pupil whose first language is not English.** This encompasses pupils who are fully bilingual and all those who are at different stages of learning English. EAL pupils may be born in the UK, but in a family where the main language is not solely English. Many of the EAL pupils at CLSG have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another family language. It is important to be alert to the fact that EAL needs may "surface" as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such case EAL is still relevant, however, in terms of supporting and celebrating these pupils' abilities."

## **CLSG Senior School (Years 7 – 13)**

### **Teaching and Learning**

We take action to help pupils for whom English is an additional language by various means:

- As part of the enrolment procedure all families new to the school are asked to complete an EAL questionnaire identifying their family language.
- The list of EAL pupils is regularly updated and distributed to staff.
- Currently all staff have access to a list of EAL pupils, located in the confidential SEND folder in the staffroom, as well as stored electronically in the SEND+EAL shared area.
- EAL pupils' additional learning needs will be identified on the EAL list. This will outline for staff any areas of difficulty and include appropriate differentiation and support strategies.
- EAL pupils are encouraged to transfer their knowledge, skills and understanding of one language to another building on the girls "experiences of language at home and in the wider community". This enables their developing use of English and other languages to support one another.
- By providing a range of materials, through specific subject teaching and through the School Librarian, to broaden the pupil's experience of the English language ensuring that there are effective opportunities for talking which is used to support writing.

### **Learning Support**

All pupils who enter the CLSG Senior School have passed an Entrance Test at an appropriate level for their age group. An examination in English forms a significant part of this test so pupils will have demonstrated that they can use English at a level which will enable them to benefit from the education which the school provides.

Any pupil who is identified as requiring additional support in their use of language will be referred to the Learning Support Co-ordinator for assessment and will be offered that support, as appropriate to their needs, by withdrawal from lessons or provision of additional material by subject staff. Much support is offered informally on a one-to-one basis by subject or form staff.

### **Prep Department**

#### **Teaching and Learning – KS2**

Children are assessed on entry and a level of spoken and written English is necessary for a child to be offered a place. If a child is deemed to need extra help with their language work it may be recommended to the parents that the place is offered, with the expectation that they will arrange extra tuition on a one to one basis for the child to support their learning.

Lessons will be carefully planned, effectively deploying teaching assistants to support in lessons. This may involve planning whole-class, small group and

individual learning activities. For example, support staff may work with pupils before, during or after a lesson to introduce and practise language, discuss concepts, read text and clarify meanings or work on grammar, reading comprehension skills and oral work.

The planning involved in bringing pupils up to speed with curriculum subjects must take into account factors such as:

- Age
- Previous experience of schooling and curriculum content
- Knowledge of other languages
- Literacy level in their first or other languages

**Children who have been identified as EAL will be closely monitored and this information is held in their portal profile. Any pupil who is then identified as requiring additional support in their use of language will be referred to the SENCO for assessment and an education plan created / targets set to support the child's progress.**

This Policy is reviewed no less than every 3 years, or more frequently, if there are significant changes to legislation and good practice.

**Written:** September 2012

**Revised:** June 2013, June 2016

**Approved by Board of Governors:** June 2013 – to be put before the board in June 2016

**To be reviewed by:** June 2019