



2a EAL POLICY

This policy has been written in accordance with the ISI Commentary on the Regulatory Requirements 2019. Queen Mary's School acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Queen Mary's School aims to provide an enjoyable, inspiring and relevant education. For this to happen, all pupils need to feel safe, accepted and valued in order to learn.

For those children in our care who are learning English as an additional language this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils make a valuable contribution to the whole school community.

Aims of Policy

This policy aims to clarify the responsibilities of the school and support the work of staff in providing an excellent education to EAL pupils to achieve the following:

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To provide opportunities for children to develop and use their home language.
- To ensure EAL pupils reach their full potential.

Queen Mary's EAL Pupils

There are currently very few children at Queen Mary's for whom English is not their first language. At Queen Mary's School, EAL pupils come from a variety of backgrounds. The majority join us for a fixed period of time from half a term to a year and tend to be European nationals with a working knowledge of English.

- None of our current EAL pupils are entirely new to the English language.
- We recognise the value of bilingualism and so consider carefully the offer of a place to a child who may be an isolated learner, being the only speaker of their language in the school.

- Our EAL pupils have all attended a different school and are literate in their home language on arrival.

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form
- Information from interviews with the prospective pupil and family
- Information from initial assessment papers where appropriate
- Information from the previous school.

The following information is gathered:

- A pupils' linguistic background and competence in other language/s
- A pupils' previous educational experience
- A pupils' family and biographical background.

Recognition and Provision

Queen Mary's school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils are encouraged to play a full part in all learning opportunities.

- EAL learners make the best progress within a whole school context, where pupils are educated with their peers
- The school environment promotes language development through the rich use of language
- The school structure, pastoral care and overall ethos helps EAL pupils integrate into the school whilst valuing diversity
- Bilingualism is viewed as a positive and life enriching asset.

Queen Mary's School aims to address the needs of EAL pupils within the classroom. In order for learning to take place, staff ensure that attention is given to the meaning and understanding of language and modelling of clear and correct language by all staff when interacting with EAL pupils is vital, as is strong language modelling by peers. However, there may be times when it will be appropriate for pupils to be withdrawn from lessons to receive focused support. All pupils who have an identified problem with written English, will be offered specific additional support by the English, Modern Foreign Languages and Support for Learning departments as appropriate.

The first language of EAL pupils is recognised and valued, not only in support of learning but also its role in the wellbeing of the pupil. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. We encourage the maintenance of their first language and use within the school environment wherever possible.

Many girls from Europe enjoy their time at Queen Mary's and improve their English through immersing themselves in a truly British boarding environment where the English is the first language. This supports their language development at home. However, EAL girls are offered a

Tutor from our Modern Foreign Languages department to support language development and have the opportunity to speak in their mother tongue. The Boarding Team also consider dorm placements following consultation with pupils and parents and can place girls with the same mother tongue in the same dorm.

Queen Mary's School makes a clear distinction between EAL and Special Educational Needs. Where necessary, specialist EAL teaching would be provided to help develop English skills.

Monitoring

Parents and teachers work together in the best interests of pupils with EAL, with the pupil's Tutor being a key contact. Pupil profiles are available every half term and EAL pupils are discussed at the weekly pastoral and boarding meetings.

Teaching Strategies

- At Queen Mary's it is recognised that good practice for EAL pupils is good practice for all pupils. To support language acquisition and full access to the curriculum by EAL pupils, the following strategies are drawn upon by staff:
- Classroom activities have clear learning objectives, clarified with EAL pupils, and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified and explicitly shared.
- Extra opportunities are provided for speaking and listening for EAL pupils and, where appropriate, drama and role play are encouraged.
- Staff ensure that EAL pupils are exposed to effective modelling of language including that of peers.
- Additional visual support is provided to support understanding and learning, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Collaborative activities that involve purposeful talk and encourage active participation are promoted.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. writing frames
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

Signed: Lucy Ellison
Head of Support for Learning

Date: January 2020
Review Date: January 2021