



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy applies to the whole school including the Early Years Foundation Stage.

At Westfield we are committed to taking positive steps to assist all pupils to fulfil their potential. In the case of children who join school with English as an Additional Language, staff from Additional Learning Support work with class and subject teachers to carry out an early assessment of a child's ability in English in order to ensure full participation in the educational and wider aspects of school life.

For pupils with English as an Additional Language their level of proficiency is recorded on the ALS record as follows: A – new to English, B –early acquisition, C – developing confidence, D – competent, E – fluent.

We aim to achieve a positive partnership with parents/guardians, girls, and teachers.

MAIN OBJECTIVES

- to identify the girl's current level of spoken and written English, and the level at which she can understand instructions used in the classroom
- to identify and develop natural strengths to encourage full participation in the life of the school, and to foster integration and an understanding of the culture of the school which may be very different to the culture she has previously been accustomed to
- to liaise with parents/guardians regularly
- to provide resources and appropriate programmes of work for individual girls
- to monitor progress and to review regularly education plans and resources

PROVISION AT JUNIOR HOUSE

Assessment and Recording

Initial assessment will be carried out by class teacher's observation of a child's ability to understand instructions, to play and socialise with the other girls and complete written tasks.

Where it is felt some additional help would be beneficial the class teacher, in the first instance, would identify areas of concern and deploy Quality First Teaching strategies. Records of progress are kept by class teachers who continually monitor the children.

If higher levels of support are required the Additional Learning Support department is consulted to identify how best to meet the individual needs of the pupil. Should the Additional Learning Support teacher be involved she will also maintain records of her work with a child. Regular reviews will take place to focus on the child's progress and the effectiveness of extra help. These will involve the class teacher, Additional Learning Support teacher and, in some cases, parents.

The Teaching and Learning Policy outlines methods used in Junior House to develop the talents and abilities of all children in whatever area and at whatever level.

Allocation of Resources

School has a range of resources in the shared area which can be used to support English as an Additional Language. Where appropriate, referrals to external agencies can be made in order to access additional specialist support. This would be discussed with parents if it is felt appropriate.

Roles and Responsibilities

It is essential that all staff work together as a team to support the integration and language development of children in the early stages of English acquisition. In these cases, teachers and support staff will need to co-operate fully to develop a programme of work to develop the child's language skills and ensure their integration into the social life of the school. Feedback from all staff who come into contact with the child will be essential to effectively monitor the child's progress. The responsibilities of the different members of the team are set out below.

The Responsibilities of the Headmaster

To act as the 'responsible person' and to deploy the staff as necessary

The Responsibilities of the Class Teacher

- To assess the child's level of spoken and written English, together with their understanding of instructions used in the classroom
- To request additional help and advice from the Additional Learning Support teacher where this is felt to be necessary
- To differentiate teaching as necessary
- To maintain accurate records

The Responsibilities of the ALS Teacher/Co-ordinator

- To provide advice to class teachers
- With the agreement of the Headmaster, to liaise with outside agencies who may be able to offer advice and support
- To oversee the management of provision for EAL pupils within the classroom
- To organise resources
- To attend appropriate courses in order to keep abreast of developments in EAL education

Liaison with parents/guardians

It will be essential that a regular dialogue is established between home and school in order that the child can make good progress in acquiring English language skills. Progress can be reviewed and next steps be discussed.

PROVISION AT SENIOR HOUSE

Assessment and Recording

Through ALS monitoring, data will be gathered to establish the child's existing level of written and spoken English. Specialist subject teachers will also be required to ascertain the child's level of understanding of vocabulary specific to their subject.

Where it is felt some additional help would be beneficial the class teachers, in the first instance, would identify areas of concern and deploy Quality First Teaching strategies. Records of progress are kept by class teachers who continually monitor the children.

If higher levels of support are required teachers should consult the Additional Learning Support team to identify how best to meet the individual needs of the pupil. Should the Additional Learning Support teacher be involved she will also maintain records of her work with a child. Regular reviews will take place to focus on the child's progress and the effectiveness of extra help. These will involve the class teacher, Additional Learning Support teacher and, in some cases, parents.

Allocation of Resources

School has a range of resources in the shared area which can be used to support English as an Additional Language. Where appropriate, referrals to external agencies can be made in order to access additional specialist support. This would be discussed with parents if it is felt appropriate.

Roles and Responsibilities

It is essential that all staff work together as a team to support the integration and language development of children in the early stages of English acquisition. In these cases, teachers will need to co-operate fully to develop a programme of work to develop the child's language skills and ensure their integration into the social life of the school. Feedback from all staff who have contact with the child will be essential to effectively monitor the child's progress. The responsibilities of the different members of the team are set out below.

The Responsibilities of the Headmaster

To act as the 'responsible person' and to deploy the staff as necessary

The Responsibilities of Subject Teachers

- To assess the child's level of spoken and written English, together with their understanding of instructions used in the classroom and any subject specific specialist vocabulary
- To request additional help and advice from the Additional Learning Support teacher where this is felt to be necessary
- To differentiate teaching as necessary
- To maintain accurate records

The Responsibilities of the ALS Teacher/Co-ordinator

- To provide advice to class teachers
- With the agreement of the Headmaster, to liaise with outside agencies who may be able to offer advice and support
- To oversee the management of provision for EAL pupils within the classroom
- To organise resources
- To attend appropriate courses in order to keep abreast of developments in EAL education

Liaison with parents/guardians

It will be essential that a regular dialogue is established between home and school in order that the child can make good progress in acquiring English language skills. Progress can be reviewed and next steps be discussed.