



English as an Additional Language Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction

At Laxton Junior School, we are a non-selective school. We welcome all pupils, including those for whom English is an Additional Language (EAL). As part of our ethos for equality, all students have the same opportunities to access the curriculum and some, due to their language acquisition, may require additional support to allow them to achieve their full potential. We are immensely proud of all our students, including those who can access the National Curriculum in a language which is not their first. We have a culture of celebrating all our differences and what makes us unique, and this includes our cultures, countries of origin and our mother tongues.

Our Educational Support Department supports any child with additional needs, which encompasses Special Educational Needs and Disabilities, children with English as an Additional Language or children identified as being Able, Gifted and Talented. However, a vital differentiation is that each need is seen as separate and therefore has a separate policy. This policy reflects and outlines the specific EAL support our children receive, should this be deemed necessary. While children can fall into more than one category, many do not and the distinction between them needs to be clear so there is clarity for everyone involved.

Aims

The aims of this Policy are to:

- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to LJS
- Implement school-wide strategies to ensure that EAL pupils are able to access all areas of the curriculum
- Help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English, whilst strongly encouraging them remaining fluent and confident in their first language, in order to be able to fulfil their academic potential,
- Provide extensive opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English throughout all aspects of the curriculum
- Encourage and enable parental support in improving children's attainment and progress

Definition

The DFE defines a pupil has having English as an Additional Language as:

'A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English' and 'If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English'.

This means that if a pupil is identified as using EAL when they start school at 4 years old, they will continue to be recorded as an EAL user throughout their education and their life.

At Laxton Junior School, we recognise the DFE's definition to be of paramount importance in a child's learning and understanding of English, as it forms the basis of their understanding for all subjects. We have a separate EAL list for children who are, according to the above definition, EAL or those who have been or are continually exposed to one or more languages beyond English at home. We believe it is incredibly important to encourage the use of other languages to allow students to know who they are and to support them with their identity. We believe that while it can be a wonderful opportunity for children to learn in a language that is not their first, and open doors in their future, continuing to learn their native language is vital to enhance their learning.

As part of our Quality First Differentiated Teaching (QFDT) and our excellent everyday practice, we are a school whose staff ensure that each child can access the curriculum in order to achieve their full potential. QFTD is a teaching style that encompasses LJS's continuous whole school processes to ensure that there is an emphasis on consistent high-quality provision for all pupils within the classroom. Teachers use a variety of strategies to ensure that teaching is inclusive for all learning styles, and uses formative assessment, planning, implementing, tracking, monitoring and reviewing of every child's progress to provide a curriculum that all are able to access.

We apply the recommendations of the DfE's recommendations when they state:

- 'Teachers must take account of the needs of pupils whose first language is not English; monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages'
- 'The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English; teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects'

Identification

As part of our admissions process, parents are requested to record any language that their child is regularly exposed to at home and/or within their family. For our new pupils joining us in Reception, our staff working in our Early Years classes will conduct a language assessment as part of all children's induction process and assess a pupil's ability to communicate in English as well as through reports from nurseries and through regular communication with parents both oral and written.

For all other new pupils, form tutors will be the first point of call to support and, if needed, the Educational Support Team will become involved if the child's level of English is preventing them from making expected progress for their age and for their cognitive abilities.

To ensure all members of staff are clear and up-to-date with the needs of the pupils in school, all staff have access to the EAL list which details the languages our pupils have been exposed to. This is updated by the Head of Educational Support as regularly as needed throughout the school year.

Support

If a pupil is deemed to have a need in which they require additional support, teachers will be advised by the Educational Support Team as to strategies for use in the classroom by a Teaching Assistant and/or Form Teacher as deemed appropriate. Useful strategies including bi/multilingual signs for vocabulary in the classrooms (depending on a pupils' first language), a visual timetable to support with transitions and organisation of the day, and access and use of first language dictionaries and programmes to help with translation.

Through discussions with the Form teachers and the parents, the support will be individual for every child, depending on their need. They may need individual language support from a member of staff to assist in their learning, therefore if we have a member of staff who is fluent in a child's first language in the Oundle family, we will utilise this resource to support with an internal assessment of language verses cognitive ability to be able to understand them better as a learner and how we can provide appropriate provision for their need. If we do not have a suitable person to support internally, we will investigate external options with a native speaker for the same process. We take each child on a case-by-case basis and work through as a team with staff, parents, and the child what the right provision would be to ensure the child is achieving their full potential. At all times, our communication is open and honest; we work closely with the family to ensure we continually provide them with up-to-date information regarding their child's progress and the provision we are providing in school. We strive to support families in having the same resources and techniques when acquiring language so that the approaches in learning remain consistent at home and at school.

EAL in the EYFS

In Reception, and as stated in the EYFS Framework, we take steps to provide opportunities for children to develop and use their home language in their play and learning. We also ensure that children have excellent opportunity to reach a good standard of English through their EYFS experiences, and that they are ready to access the curriculum in Year 1. For further details, please see our EYFS Policy.

Assessment

Throughout the curriculum, all of our pupils are assessed on a daily basis through the use of Classroom Monitor and teacher judgement. Pupils who are identified as EAL will have specific, personalised individual targets and steps in their achievement. These are monitored on a daily basis by the form tutor and (where present) the teaching assistant. In such cases, targets will be small steps of progress (or short-term) to ensure a child can achieve regularly and see their progress rather than a larger or longer-term target. This allows staff to keep an accurate record of progress and attainment and to continue to the up-to-date and regular contact with parents and the Educational Support Team.

Monitoring

This policy is monitored by the Head of Educational Support. Although reviewed bi-annually, where needed, necessary changes can be made before this time to ensure the policy remains up-to-date and accurate with current educational practice.

Linked Policies

This policy links to the following:

- Accessibility Plan
- Admissions Policy
- Assessment Policy
- Curriculum Policy

- Educational Support Policy
- Equal Opportunities Policy
- EYFS Policy
- Marking and Feedback Policy
- Teaching and Learning Policy

Reviewer	Jennifer Freeman
Post of Reviewer	Head of Educational Support
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Reviewed and filed with both Schools	To be completed by SMC
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