



## **UCS Junior Branch**

### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) STATEMENT**

#### **Context:**

UCS is a selective and academic school which requires of its pupils at least average attainment in spoken and written English in order to fulfil its entrance criteria. With this in mind, EAL pupils are generally able to access the curriculum on entry to the school at 7+ or 8+ and there is currently no need for an EMAG teacher or specialist EAL groups.

The backgrounds of pupils at UCS mean that the needs of its EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and syntax in speaking and writing.

#### **Ethos:**

The school provides an education that acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils. We believe that the curriculum should reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all children.

Equality of access to the curriculum for all pupils, including those for whom English is an additional language, is ensured through classroom differentiation and careful monitoring.

#### **Aims and Values:**

To ensure that the language and learning needs of individual pupils are clearly identified and provided for.

To enable pupils to gain full access to the curriculum and develop strategies to overcome any obstacles that might prevent them from achieving their full potential.

To ensure the achievement of pupils who have English as an additional language through a clear system of targeting, tracking and monitoring individual progress.

#### **Implementation, identification, monitoring and assessment:**

Parents are asked to inform the school of any language needs their child may have on entry to school.

Entrance examinations, baseline assessments and other associated assessments enable the school to identify the needs of any EAL pupils. Parents are contacted, advice is given and regular contact is maintained thereafter.

Differentiation in lessons through task and with teacher marking reflects EAL pupil needs and specific targets are set for long term language improvement.

The school librarian works closely with parents when asked to provide relevant language resources.

Pastoral staff, in conjunction with subject teachers, will undertake collaborative planning if necessary on classroom strategies to support and include newly arrived pupils.

Monitoring EAL learners' progress and development is shared between the pupil's Form Teacher, the Deputy Head (Pastoral) and Learning Support. Individual pupil profiles are kept updated with termly assessment tasks in English, maths and Science, which indicate children's progress and identify areas for development.

If concerns about language acquisition persist after one or two terms, a referral to Learning Support will be made and further monitoring or individual help will be given. (See Learning Support Policy.)

### **Classroom Practice:**

Teachers at UCS have high expectations of all pupils regardless of ethnicity, and, wherever possible, tasks are based around the same curriculum area as the rest of the class.

The demands of the curriculum are analysed and differentiation and support are provided appropriately.

If necessary, access to meaning would be provided by presenting and introducing topics with visual support for key concepts whenever possible. (Videos, pictures, objects.)

Practise and development in spoken English is encouraged through collaborative activities that involve talk such as PSHE, thinking groups, partner work, circle time and form time.

New children are paired up with a buddy in the classroom.

Children are grouped strategically for different activities.

Teachers keep parents regularly informed about pupil's progress both informally at the end of the day, by email, at parents' evenings and through the reporting system.

**Learning Support:**

EAL Pupils are initially given 2 terms to settle into the school routine using the classroom differentiation and monitoring strategies described above before there is any direct Learning Support intervention. If, after this period there is a concern regarding language processing a referral to Learning Support will be made and an assessment within the Learning Support system will take place. If necessary a short series of individual sessions to work on a particular aspect of language E.g. inferential comprehension or vocabulary extension may be arranged or if wider difficulties are suspected, outside specialist help may be recommended. The provision of support will be decided upon through consultation with the Form Teacher, Learning Support Co-ordinator and Deputy Head (Pastoral) on an individual basis and will be jointly reviewed on a regular basis.

**Mark Albini and Sarah Miller (23/09/09)**

**For up-to-date names and numbers of pupils with EAL at the school, along with a list of bilingual pupils and pupils fluent in another language, please see the school database.**