



The Study Prep WIMBLEDON

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy applies to all pupils including those in Early Years Foundation Stage (EYFS).

As a School, we value the opportunities which a culturally diverse pupil cohort provides. Where practical and appropriate, pupils are sometimes given the opportunity to use their first language (e.g. they might write a story in their first language which would then be translated by an adult within the school or by the parent). We will also give them the opportunity to talk about and celebrate their heritage.

The term EAL is used when referring to pupils where the language spoken at home is not English. The Study Preparatory school is committed to helping pupils for whom English is not a first language.

At present for approximately 14% of our pupils, English is their second (or occasionally third) language.

Aims of EAL provision

- To welcome, value and celebrate the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To assist and support EAL pupils in their acquisition of English language skills, and to fulfil their academic potential in the mainstream curriculum.

Assessment, Provision and monitoring

Our pre-entry information form asks parents to state if English is an additional language for their daughter. This information is updated in an annual audit.

For entry to the Reception Class, competence in English is not taken into account when offering places through the ballot. For occasional places higher up the School, this forms part of our assessment and interview procedure. Pupils with EAL may be offered a place at this stage, but this may be conditional on the parents agreeing to the child having EAL lessons either in or out of school (see Equal Opportunities Policy).

Pupils with EAL are assessed informally by their form and subject teachers, as well as by Mrs M Hogwood, who is our named EAL teacher (BA Child Developmental Psychology, CELTA – certificate in EAL Teaching), to ensure that individually tailored support is provided. Pupils are grouped according to ability in English and normally may have EAL lessons outside the classroom

in small groups, or one-to-one, as appropriate. Within the classroom, reasonable adjustments are made to ensure pupils with more limited English language skills can access the curriculum.

Support in the classroom is also provided by Learning Support Assistant Jessica Burrell.

Teaching staff in the classroom model the English language for girls with EAL and, particularly in the early stages, there are visual cues in the classroom to help with the acquisition of English vocabulary.

Mrs Hogwood keeps records of EAL pupils' progress and communicates with class teachers on a regular basis. EAL progress reports are available to share with parents at Parents' Evening. All pupils complete termly standardised attainment tests in Maths and English, which measure progress against the standards of the National Curriculum.

Policy reviewed: January 2022