SURBITON

HIGH SCHOOL

Supporting and Providing for Pupils with English as an Additional Language

Contents

Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:
We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:
We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:
When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:
We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:
We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being.* Our pupils:
- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others
- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for

- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits.* Our children:
- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence,* which can be found at: www.unitedlearning.org.uk

1. Policy Introduction

Surbiton High School is enriched with a significant number of pupils and staff from a wide range of ethnic minority backgrounds. EAL pupils include those born overseas with parents from a non-British origin and pupils who speak a language at home other than English.

The Surbiton High School EAL Policy and Provision is designed to meet the overall School aim of bringing out the best in everyone: to discover the best in everyone, to expect the best in everyone, and to support everyone to achieve their personal best.

Surbiton High School provides full time supervised education for pupils of compulsory school age (ages 5-16) and education appropriate to pupils at the EYFS and pupils aged 16-19. The EAL Policy is designed to allow scope and inclusion for the development of their talents and interests at all stages.

Surbiton High School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The EAL provision also enables pupils to acquire and develop the 4 core English skills of reading, writing, listening and speaking.

Our specific aims in including EAL learners are:

- Providing a broad, balanced, challenging and enriching educational experience for all pupils.
- Empowering pupils to be intellectually curious, creative and independent learners.
- Creating opportunities for leadership and challenge.
- Inspiring a lifelong love of learning.
- Ensuring relationships are based on mutual respect.
- Encouraging hard work and commitment.
- Offering a wide range of co-curricular activities and support
- Enrichment programmes.
- Working in partnership with parents; encouraging them to be actively involved in their child's education.
- Preparing pupils for their subsequent education and their future lives.
- Celebrating success and achievement.

Furthermore, the EAL provision at Surbiton High School subscribes to all of the following United Learning core characteristics:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause; Common assembly themes
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – of ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests; **Determination** – to overcome obstacles and reach success.
- **Kindness** and **compassion**

Surbiton High School implements a written Policy on EAL provision, which is supported by strategic long term, medium term, and short-term plans. This Policy applies to all members of our School community, including those in our EYFS setting.

Surbiton High School is fully committed to ensuring that the application of this Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Surbiton High School seeks to implement this Policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information Policy, this document is available to all interested parties on our website, MIS and the United Hub, and on request from the Principal's Office.

This document is reviewed annually by James Flynn, Vice Principal, in conjunction with Dionne King, Head of Learning Support, or as events or legislation require. The next review date is January 2025.

2. Context

Our EAL learners generally come from a large range of ethnic groups and from a range of backgrounds. Some of our EAL learners arrive in School having had little or no exposure to English culture. In terms of language levels there are very few who arrive as complete beginners. Most are at least elementary level. Pupils' language levels are assessed before they arrive. The majority arrive in our School with some prior experience of school and with literacy skills in their home language.

Aims
- To be proactive in removing barriers that stand in the way of our EAL learners' learning and success
- To meet our responsibilities to our EAL learners by ensuring their equal access to an academic curriculum and the achievement of their education potential
- To provide our EAL learners with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate in the life of the whole school

Objectives – School
- To ensure that all our EAL learners participate in the life of the school, and gain access to appropriately planned and prepared mainstream lessons
- To ensure that our EAL learners attain their predicted grades in public examination appropriate to their abilities
- To seek, and make use of, appropriate advice, guidance, support and training
- To access and monitor progress of our EAL learners' acquisition of English; of their general achievement; of their attainment in public examinations
- To provide EAL learners appropriate teaching and support and provide opportunities to undertake formal examinations in English, either A2 Key for Schools, B1 Preliminary for Schools, B2 First for Schools, IELTS or other recognised qualifications or by undertaking an IGCSE or CIE IGCSE ESOL examination in English
- To work in partnership with parents to reassure them that maintaining and developing their home language will benefit their children and support their developing skills in English

Objectives – Learners
- To give EAL learners the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts
- To give EAL learners the knowledge and skills to use English to understand and produce written texts

- To give EAL learners the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly, including using resources in their first language when appropriate
- To provide EAL learners with the appropriate academic language to access the curriculum
- To provide EAL Learners opportunities to develop and use their own language in play and learning

3. Principles

The School encourages pupils to take pride in their family background, valuing their home languages, and they are encouraged to gain qualifications in such languages. The School recognises that some pupils attend outside institutions on a Saturday to learn languages, like their local mosque, to learn Classical Arabic, for example.

In recent years, a number of pupils have gained top grades at GCSE and A level in languages such as Italian, Chinese, Gujarati, Japanese, Russian, Urdu, Arabic, Spanish and Portuguese, and this is celebrated by the school.

Underlying Principles

- Our EAL learners are entitled to opportunities for educational success that are equal to those of our English-speaking learners
- EAL learners are not a homogenous group; their needs vary according to a range of factors. We aim to provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles. Well-planned, mainstream lessons in appropriately organised mainstream classrooms alongside specially tailored EAL lessons provide the best environment for acquisition of English by EAL learners
- Teachers can be advised and supported to structure lessons appropriately and to use language in ways that reinforce and stimulate development in English, to meet the specific needs of pupils learning EAL. This applies to all staff involved in teaching, instruction or providing support for learning
- The multilingualism of our EAL learners enriches our School and our community
- To become fully competent in the use of curriculum/academic English is a long process; learners require long-term support
- Having a home language other than English is not a "learning difficulty". EAL learners are not placed on the Learning Support register or taught in the lower ability classes unless they have special educational needs. Pupils are identified on the MIS as having "EAL supported by the school" or "EAL not supported by the school".
- Teachers can be guided on identification methods of EAL pupils to help prevent any pupil being overlooked. For example:

- Pupils may be orally fluent but have problems with literacy
- They may reproduce words with phonetic approximation of what is incorrectly heard or reproduced in their own speech
- They write at length but with short, simple sentences, limited vocabulary and poor English grammar, sometimes reflecting other language structures
- There is frequent omission of parts of speech in sentences
- Clauses and sentences tend to be linked only with basic conjunctions, such as "and" and "because"
- Correctly used tenses are generally limited to the present simple and past simple

4. Admitting New Learners

Where possible we follow the School's normal admissions procedures for EAL learners. We conduct an in-house diagnostic grammar, listening, writing and speaking test to identify any EAL needs.

5. Access to the Curriculum

EAL learners should:
- Have access to the whole curriculum, whilst ensuring their timetable is sculpted to support their EAL needs
- Be taught with their peers whilst ensuring they are placed in a year group that best suits their needs
- Be placed in groups with fluent English speakers who will provide them with good language models
- Be placed with their intellectual/academic equals
- Not be automatically placed with SEN learners
- Be provided with EAL lessons to support their language development depending on their individual needs
- Be provided with opportunities to develop and use their home language in play and learning if required

At Surbiton High School, we offer a tailored education, which allows pupils access to the right subjects and to meet their needs. Pupils who have English as an additional language will often study fewer languages in KS3. This allows for timetabled EAL specialist lessons. All such decisions are made on an individual basis and in conjunction with the EAL specialist teachers, the HOD Learning Support, the HOY, parents and most importantly the pupil.

Through the wide range of other subjects, pupils are likely to develop competence quickly in the social forms of spoken English through daily exposure to English in their classrooms and during co-curricular involvement. In order to develop fluency in academic spoken and written forms, teachers embrace a variety of teaching styles to encourage abstract thinking and look for multiple possible solutions to a problem. This, along with the teaching of learning habits, is embedded into the teaching and learning of all subject areas.

An individual study programme will be devised for EAL pupils and reviewed throughout their School career. A large number of EAL pupils in Years 10 and 11 will normally be prepared for the CIE IGCSE English as a Second Language. Alongside this, they will also attend English lessons within the curriculum. When they reach Year 11, a decision will be made in collaboration with the Head of English, EAL teachers, pupil and parents whether to proceed in the standard IGCSE qualifications in English Language and/or English Literature.

EAL teaching does not end with one-to-one specialist support sessions. Above all, the common sense and professional judgement of teachers is the most important factor in seeing this policy working in classrooms on a daily basis to enhance teaching and learning.

Teaching and Learning

We will:

- Plan for and provide appropriate stimuli for language development
- Encourage EAL learners to use English by generating opportunities for active participation in lessons
- Consider our own language use and provide suitable contextual clues for EAL learners.
- Be aware that our school culture and environment (e.g., teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL learners are familiar with.
- Be aware that an EAL learner's social language (normally acquired in around two years) may be much more advanced than their academic language (which can take 7-10 years to reach English speaker levels)
- Teach topic/subject- relevant vocabulary where appropriate and provide curriculum -related opportunities to develop listening, speaking, reading and writing skills
- Provide articulate role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL learners e.g., writing frames and model answers
- Provide key vocabulary for EAL learners in lessons where necessary
- Encourage the use of online dictionaries to support learning
- Provide a secure, but intellectually challenging, learning environment

- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness etc) genre features and characteristics (narrative, reports etc)
- Promote language and study skills and attitudes that enable EAL learners to become independent learners
- Provide opportunities for pupils to develop and use their home language in play and learning, particularly in the Prep schools

Extra Teaching and Support

EAL pupils are given small group and one-to-one support via organised and structured lessons with an EAL teacher. The focus in these sessions is on shared and guided reading to ensure that language and literary techniques are contextualised. There is also a focus on precise punctuation and grammar. EAL pupils in all Year groups are identifiable to staff via our MIS. If teaching staff wish to refer a particular EAL pupil who is not identified as EAL through MIS, they will approach an EAL specialist teacher or the HOD Learning Support and appropriate actions will be taken.

6. Document Information

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