



The  
British School  
of Monaco

**POLICY SECTION:** Section 4 – TEACHING AND LEARNING

**POLICY NUMBER:** 4.23

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

**EFFECTIVE FROM:** 29/VII/22

**REVIEW DATE:** Summer 2023

# The British School of Monaco

## English as an Additional Language Policy

The Mission of The British School of Monaco is to provide Monaco families with a British curriculum school that offers a nurturing community and an innovative learning environment, enabling students to evolve into their best authentic selves.

The Vision of The British School of Monaco is to create an exceptional educational environment in which students are nurtured to become authentic individuals, and reflective, resilient and adaptive learners. Our teachers are dedicated to the pursuit of excellence, innovative teaching, and helping students reach their full potential.

### **INTRODUCTION**

This document is a statement of the aims, procedures and strategies for provision for children at our school whose home language is not English.

At The British School of Monaco, we endeavour to help our pupils develop intellectually, emotionally and socially. In line with the Mission and Vision of the school and the aims and outcomes of *Every Child Matters* to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being, we provide a supportive environment and teaching which makes learning challenging, engaging and enjoyable, which in turn enables all children to reach their full potential.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. As a staff we acknowledge that the need for support with English development is not a Special Educational Need, but we recognise that some children learning English as an Additional language may have some Special Educational Needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

As a staff, we recognise the right and entitlement of all children to full and equal access to the National Curriculum for England as we have adopted it.

## **DEFINITION**

The term 'bilingual' is defined as a need to operate in more than one language on a regular basis regardless of the level of fluency in any of them.

EAL is used to describe children who have English as an additional language and need to develop fluency, both written and spoken, in the English language.

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language.

## **AIMS AND OBJECTIVES**

The aims of the British School of Monaco are:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

## **KEY PRINCIPLES**

The curriculum provides access for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and their development as responsible citizens.

We intend to positively ensure that parents whose first language is not English are welcomed into the School and that their contribution to the full life of the school is valued.

## **IDENTIFICATION OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

Mother tongue and other languages spoken are identified during the application process.

## TEACHING AND LEARNING

In our School, teachers help children who are learning English as an additional language by:

### School/classroom ethos

- Recognising the child's mother tongue to boost the child's self-esteem. Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identifying each pupil's strengths.
- Acknowledging the time it takes to become fluent in an additional language.
- Developing their spoken and written English by:
  - ✓ ensuring that vocabulary work covers the technical, as well as the everyday meaning of key words, metaphors and idioms;
  - ✓ extra English support, either individually, or with other children who are learning English as an additional language;
  - ✓ explaining how speaking and writing in English are structured for different purposes across a range of subjects;
  - ✓ providing a range of reading materials that highlight the different ways in which English is used;
  - ✓ ensuring that there are effective opportunities for talking, and that talking is used to support writing;
  - ✓ encouraging children to transfer their knowledge, skills and understanding of one language to another;
  - ✓ building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Ensuring access to the curriculum and to assessment by:
  - ✓ using accessible texts and materials that suit children's ages and levels of learning;
  - ✓ providing support through the use of technology, video or audio materials, dictionaries and translators, readers;
  - ✓ using the home or first language where appropriate.

It is the Class Teacher's responsibility to:

- ensure that an initial assessment of language skills is carried out within the first two weeks.

- Set appropriate targets. Evidence against these targets will be collected throughout the term. Assessments and targets to be completed at the end of each term throughout the school year.
- Be aware of and make use of effective techniques and strategies for supporting EAL children in the classroom, such as training, resources, specialist advice and support.
- Ensure that classroom displays are not stereotypical, but reflect awareness and value of cultural diversity.
- Organise where possible a 'buddy' system by introducing the child to another child who speaks the same language.
- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.
- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give more than one-word answers.
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts while maintaining English as the language and culture of the classroom
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Report the children's progress at Staff Meetings and to the Principal.

## **CURRICULUM ACCESS**

All children in The British School of Monaco follow the curricular requirements of the National Curriculum for England as adapted for our context. Children with English as an additional language do not produce separate work.

We specifically target support within and outside the classroom. This involves supporting individual children or small groups of children. Sometimes a teacher may work with groups of children, of whom only one, or two, may be EAL children.

We plan opportunities for children to develop their English, and provide support to help them take part in activities by:

- building on children’s experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.

### **ASSESSMENT AND MONITORING**

- Pupils will be assessed by identifying their progress, determining what they has learned and what should be the next stage of learning.
- Formative assessment will be carried out by class teachers on a daily, weekly and termly basis.
- We will carry out ongoing recording of attainment and progress.

### **RECORD KEEPING**

- A register of EAL pupils will be kept in school and is updated yearly or when needed, by the class teacher.
- Weekly planning will reflect the needs of EAL learners.
- Records will be kept of support lessons with EAL children.

### **REPORTING**

Parents of pupils with English as an additional language will be given specific information about their child’s progress:

- Verbally at parent teacher consultation meetings.
- Visually by making pupils’ work available for inspection at the parent teacher consultation meetings.
- In written form in the reports which are sent home at the end of each term.
- If necessary, translators may be used to help with correspondence and communication with parents whose mother tongue is not English.

### **RESPONSIBILITIES**

1. The Principal is responsible for:

- ensuring that the monitoring and evaluating of the children’s progress and achievement is regularly undertaken;
- allocating resources for pupils with English as an Additional Language;
- encouraging the staff to attend relevant courses.
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2. Class Teachers are responsible for:

- ensuring that the policy is implemented;
- planning effectively to ensure that the needs of EAL students are fully met;
- ensuring high quality teaching and appropriate challenge is provided;
- ensuring continuity and progression by careful planning and ongoing assessment;
- supporting colleagues in their efforts to teach and support pupils with English as an Additional Language through sharing ideas, resources, advice and encouragement;
- developing own competencies and expertise, in order to support students.

**Monitoring the Effectiveness of the Policy**

This policy will be reviewed according to the school’s policy review schedule or when the need arises by relevant staff, the Principal and the Governing Body, taking account of students’ opinions and concerns, and parental views, where appropriate.