

PARTICULARS OF THE EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH WHOM ENGLISH IS AN ADDITIONAL LANGUAGE

Written by	EAL Teacher, Deputy Head Academic
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Signed – Headmaster	
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The EAL department is part of the Learning Support Department. EAL support is offered in order to help children from overseas with the necessary language skills to function and integrate in our school and culture and to approach their studies and life with confidence at Sherborne Prep School and beyond. Furthermore, EAL lessons prepare pupils for external examinations so they obtain qualifications which are recognised and respected worldwide – if this is requested.

Specifically, our aims are:

1. To ensure support for pupils for whom English is an additional language so that they can reach their full potential.
2. To identify and assess all pupils for whom English is an additional language on entry to the school as thoroughly as is possible and necessary.
3. To meet the needs of all pupils for whom English is an additional language by offering continual and appropriate forms of educational support.

Learning English offers many opportunities to get to know the English culture and to compare and celebrate different cultures. The EAL staff have a pastoral role for their students, they will be aware of and take an interest in their well-being and be their unofficial personal tutor.

Staffing and accommodation

Mrs Ruth Rogerson is the school's EAL teacher and responsible for the coordination of the department. She holds a teacher qualification for German, English and French and additional arts subjects from Zurich University and a Cambridge Certificate of Proficiency English (A). She teaches individuals, pairs or small groups throughout the school in the small room next to the Deputy Head Academic' office.

Procedure

Pupils entering the school are informally assessed on their language skills and then their teacher puts together an appropriate learning programme. Class- and subject teachers are consulted about specific language needs. If necessary, pupils will be withdrawn for individual help from an EAL teacher and will - staffing permitted - also receive targeted help in the classroom; staff will be advised, by the EAL Teacher, of suitable classroom support strategies. Some pupils may after time only need classroom support and their progress will be regularly reviewed to consider whether additional support is required. EAL support is offered on an individual basis and is tailored to the needs of each pupil.

Timetabling

In the Junior Department, children tend to come out of lessons on a rota basis in order to attend EAL lessons.

In the Senior Department, students attend EAL lessons but rarely during core curriculum subject time.

Students in Year 8 and year 7 who are opting out of regular Spanish/Latin lessons, may choose to attend group EAL lessons at those times.

EAL lessons are billed separately.

Strategies

Teachers take specific actions to help EAL pupils to develop their spoken and written English, by:

1. Modelling and showing how spoken and written English are structured.
2. Enlisting the aid of any appropriately bilingual pupils in the group as a translator.
3. Providing support by the use of computers, video/audio materials and dictionaries.
4. Ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing.
5. Repeatedly re-wording and re-phrasing any discourse in English with the pupil.
6. Employing, and encouraging the pupil to employ, non-verbal modes of communication, e.g. gestures and drawings, to support any attempts at verbal discourse.
7. Encouraging pupils to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them.

Using accessible texts and materials that suit the pupil's age and level of learning.

Monitoring

The policy will be monitored by the EAL Teacher, taking into consideration feedback from staff, pupils and parents.

Induction Process

This policy is designed to make the induction process of international students at Sherborne Prep as comprehensive as possible in order to keep the children safe and secure and to aid a smooth transition.

(In this document we define as 'international students' children who are not citizens of the UK and who do not have English as their native language.)

Before arrival

The form teacher selects and briefs a buddy on general issues about settling in and specific cultural issues.

Arrival day

1. The Registrar, form teacher, EAL coordinator and other staff should ideally be there to meet and welcome the child and parents/guardian. This is an opportunity to reassure the parents that their child is in good hands and to find out informally what particularly it is that they expect from the school for their child's education. Often the parents visit the school only once, when the child starts. It is therefore very important to make the most of this opportunity to communicate directly with the parents. Some parents, for instance, choose an English boarding school mainly for academic reasons, but others value the fact that the curriculum includes arts, Drama, DT and sport and they aim for a broader education than what their children would get at home.
2. The housemaster/housemistress explains and shows phoning and Skype to the child on the first evening. This includes timings and which people can give permission.
3. The Boarding staff, Matron and boarding buddy offer help, advice and company.

First day at school

1. The child spends form time in their class to meet and get to know their form and to get their Prep diary and timetable.
2. On the first morning the EAL coordinator takes the child on a tour of the school to show them the places they need to know (refer to timetable) and also the drive, the parking areas and the way into town. An essential part of this is instruction about road safety.
3. The Matron issues the school uniform.
4. The IT teacher issues computer user name and password.

First week at school

1. The DT teacher, possibly with the help of other EAL children, takes new children through the safety instructions in the DT workshop. This happens **before** the children are allowed to use any equipment in the workshop.
2. The Art, Sport and Science teachers make a point of explaining any health and safety issues to the new children **in** or **before** their first lesson, bearing in mind that children may be totally unfamiliar with our equipment.
3. The EAL coordinator helps children with timetable, school routines, Prep-specific vocabulary (prep, tuck, mufti), introduction of staff members, etc.
4. All new EAL entrants do an English assessment test, the results of which are disseminated to staff to help them in their teaching.

5. The housemaster/housemistress explains boarding-specific issues like mobile phone policy, pocket money, tuck, boarding routines, etc.
6. The form teacher explains the tutor system and organises for the child to choose their tutor.
7. The form teacher and the EAL coordinator both explain independently the poster of who the child can talk to if they are worried about something.
8. All staff are vigilant for signs of unhappiness or homesickness, keep each other informed (refer to pastoral care) and act upon it.
9. The EAL teacher provides staff with information specific to individual children, e.g. within the daily Bulletin meeting. Likewise, changes in pastoral or academic situation of international children is provided in the Bulletin meetings and when relevant documented within iSAMS.

The First Term and Beyond

1. The form teacher and staff who take a lunch table remind pupils, if necessary, of good table manners and polite behaviour. All staff, including the EAL teacher, need to work on this from the start, to establish a good routine.
2. Boarding staff, form teachers and all teaching staff take opportunities to inform foreign students about British life and culture, eg. Royal family, government, education system, money, local and national history and geography, current affairs, tourist attractions, mail, trains and buses, etc.
3. Form teachers actively encourage contact and exchange of experiences between British and foreign pupils. The relationship should be one of give and take between equals. Home visits can be a wonderful way of experiencing British life.
4. For the well-being of the international pupils it is important to foster and appreciate their talents and their culture. The children do not understand everything that is going on, academically and socially, so they may feel ignorant, lost, or inadequate at times. However, they are working pretty hard learning English, studying the curriculum and adapting to the culture – far from home. All staff should remind themselves of this every now and then and try to support our international children in every way possible.