

# HIGHCLARE SCHOOL

## CURRICULUM POLICY (whole school)

The following related policies are included as appendices:

1. Policy for Learning Support
2. Gifted and Talented
3. English as a Foreign Language

Highclare aims to provide high quality teaching and this is underpinned by a broad balanced curriculum throughout the school, allowing pupils to achieve intellectual breadth and depth, we aim to challenge pupils so that each pupil takes pride in his / her work and attains the highest levels of which she / he is capable. Pupils are encouraged to have high expectations of themselves and to learn to work in co-operation with one another. This contributes to each pupil achieving her or her full potential and developing values of self-respect and self-discipline, alongside tolerance and respect for others.

*This is consistent with the school aims*

- *To provide high quality teaching and to encourage independent learning and individual excellence in a secure and happy environment.*
- *To motivate each learner to achieve his/her full potential.*
- *To develop the values of self-respect and self-discipline, alongside tolerance and respect for others and the environment.*

The general aims of the curriculum are:

- To enable pupils of all abilities to learn and make progress, this includes those with special educational needs/learning difficulties and English as an additional language.
- To encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others.
- To generate a passion for knowledge and learning
- To stimulate pupils to think for themselves
- To help each pupil achieve the best possible exam results
- To enable pupils to develop self-reliance, self-esteem and self-confidence
- To give an informed perspective about the role of the individual in the community and in wider society
- To promote health and fitness
- To prepare for the future in an increasingly technological world

The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It includes not only the formal programme of lessons but the informal programme of co-curricular (enrichment) and extra-curricular activities which contribute to the school's ethos.

Highclare School will provide additional support for those pupils who are identified as requiring assistance in the curriculum. Support may be for academic, pastoral, behavioural, linguistic or medical needs and is mainly provided by the Learning Support Department.

All pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression.

<b>Breadth</b>	Bringing all pupils into contact with a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, linguistic and literary, mathematical, moral, physical, scientific and technological).
<b>Balance</b>	Ensuring that pupils have an opportunity to study subjects representative of all disciplines.
<b>Coherence</b>	Planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to the overall progress and achievement.
<b>Relevance</b>	Taking into account the previous learning of pupils and their readiness for new experience.
<b>Differentiation</b>	Matching teaching, assessment and tasks to the ability and needs of all pupils, to enable them to make progress in line with Gifted and Talented and Learning Support Policies.
<b>Progression</b>	Providing continuity within the curriculum from Year 3 to Year 13 and assessing, recording, monitoring and evaluating the work produced at all stages.
<b>Teaching and Learning</b>	Teachers have high expectations of their pupils and use a range of teaching methods. Shared experience between teachers and learners should be developed with the promotion of the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence.

Teachers seek constantly to maintain and improve good standards from pupils of all abilities and to assess expectations and achievements.

Provision is made for G & T, LDD and EAL pupils (*see appendices*). IEPs are used to identify the special needs of these pupils and they are used by teachers to ensure that they make progress commensurate with their needs. Methods of teaching and support are tailored to their individual needs and every effort is made to encourage progress.

Occasionally statemented pupils with Special Educational Needs (SEN), are admitted to the school and when this occurs, the Learning Support Co-ordinator will assess their needs and an IEP and risk assessment, if required, will be prepared to enable staff to provide teaching which will allow the pupil to make progress. The curriculum will be tailored to meet the needs of such pupils.

Highclare provides Religious Education up to KS4 and Sex Education where appropriate. Personal, Social and Health Education and Citizenship is provided throughout all Key Stages.

There should be awareness amongst pupils and staff of the potential for IT in the school with use of IT across the curriculum. Pupils should be enabled to retrieve and use information in both electronic and traditional forms, relevant to their age.

Highclare follows the general guidelines of the National Curriculum but does not adhere strictly to the details.

The broad policies of each Key Stage of the school are outlined below. The details of these policies can be found in the long term planning and schemes of work in the individual Key Stages of the school. *See also the attached Curriculum Tables.*

## **EYFS**

Practitioners within the Early Years Foundation Stage recognise that Early Childhood is a time of vital importance in children's development, when children develop rapidly physically, intellectually, emotionally and socially. Practitioners also recognise that children develop and learn in different ways and at different rates.

Practitioners are committed to providing a high quality practice thereby, ensuring the children are provided with a high quality early years experience which will improve their outcomes. Through this approach it is aimed to ensure that children will meet the over arching aim of the Early Years Foundation Stage: achieving the Five Every Child Matters Outcomes.

Practitioners observe children, and note their skills and interests. This enables practitioners to plan and provide experiences which meet children's individual needs and which are appropriate to each child's stage of development. This ensures all children make progress towards the Early Learning Goals.

Practitioners recognise that play underpins the delivery of the Early Years Foundation Stage and that play underpins all learning and development for children. We aim to provide a balance of adult-led and freely chosen or child initiated activities delivered through both indoor and outdoor play

In Kindergarten we aim to provide a balance of 20/80 adult-led / freely chosen or child initiated.

In Transition we aim to provide a balance of 30/70 adult-led / freely chosen or child initiated.

In Reception we aim to provide a balance of 50/50 adult-led / freely chosen or child initiated.

## **KS1**

The core and foundation subjects are taught separately and the children have access to all aspects of the curriculum.

The organisation of sessions provides a balance of whole class, group and individual activities. The children are taught in mixed ability classes with differentiated work appropriate to their needs.

## **KS2**

In KS2 opportunities are offered to meet the different ways that children learn. Teaching will be targeted to whole classes or groups or individuals. Classes are of mixed ability with differentiated work, as appropriate. Where there is more than one class in a year group, Maths is taught in ability sets.

In KS2 the core and foundation subjects are taught separately. In addition French and Reasoning are taught.

J5 and J6 Verbal / Non-Verbal / Mathematical Reasoning are also offered as an additional lesson after school. A range of extra- curricular activities enriches the experience of the children.

## **KS3**

All pupils enjoy the full curriculum range. All subjects, except German, are taught throughout KS3. German is introduced to all pupils in year 8 and it is compulsory for two years.

Combined science is taught to Year 7. Separate sciences are taught in Years 8 and 9. Clait is taught from Yr 7 to Yr 9.

The majority of subjects are taught in whole classes of mixed ability. The exceptions are Maths which is setted from January of Year 7 and in Year 9 the year group is divided into three sets instead of two. Science is also set into two groups in Year 9.

Different teaching strategies are used which will be shown in the individual departmental handbooks.

#### **KS4**

Pupils follow a GCSE course of 9 subjects and European Computer Driving Licence (ECDL). The following are compulsory:

English Language	English Literature
Maths	Science
Additional Science or Triple Science for the more able.	French, German or Spanish
ECDL	

Pupils then choose a further three subjects from the following:-

French, German	History
Geography	R S
P E	Music
Art	H E
Drama	Textiles Technology

All subject are taught as mixed ability groups except for Maths and Science. These are setted by ability and the year group is divided into three sets.

The year group is also divided into three groups for English but these are mixed ability groups.

For the optional subjects the year group may be divided into three or four options to provide choice so these groups may be small.

The ICT, PSHCE and PE lessons in Years 10 and 11 are taught on a roundabout rota with the year group divided into three. Careers education is provided as part of PSHCE.

The number of GCSE subjects studied reflects the needs and abilities of pupils. The most able will study triple sciences whilst LDD pupils may drop a language and / or may not continue with additional science.

#### **SIXTH FORM**

Teaching strategies vary within each subject and individual departmental handbooks should be referred to for plans and methodology.

All subjects in the sixth form are taught as mixed ability groups and we operate a non-selective policy, although our sixth form handbook suggests the minimum grades required for successful completion of the course.

All pupils follow Curriculum 2000 Policy. Most students choose to study 4 'AS' subjects in lower sixth and continue 3 'A2' subjects in Upper Sixth.

1. Students may also choose Applied single or double award as one or two of their A2 subjects. These are taught over a one year period as AS or two-year period, as A2.
2. Contact time is 4.5 hours for AS and 5 hours for A2. This may be reduced by up to one hour if pupils are taught on a one-to-one basis. This policy is negotiable depending on an assessment by the teacher and consultation with the student.
3. General Studies is taught in Lower Sixth at AS and at A2 level in the Upper Sixth. The majority of students attend lessons and sitting AS examinations and A2 examinations is expected.
4. All students have a number of 'study' periods each week when they are encouraged to make use of study rooms and the library. Over the two-year period and depending on the individual's progress and commitment to work, students can negotiate to spend some of their study periods working from home.
5. All students are encouraged to participate in a period of community service. This is undertaken on a voluntary basis and up to 2 hours weekly may be allocated from study time.
6. There is the opportunity for students to extend their IT qualification to OCR Level 3 Business Professional.
7. Where the timetable allows pupils are expected to take part in or contribute to Enrichment and Extra-Curricular Activities.

## Subjects available in Sixth Form

Art	History
Biology	Home Economics
Business Studies (Single Or Double Award)	Law
Chemistry	Maths
English	Music
English as a Foreign Language	Physics
French	Psychology
Geography	Religious Education
German	Sociology
Health And Social Care (Single or Double Award)	Spanish GCSE

### Lower Sixth

4 x AS @4.5 hours each =	18 hr
1 x General Studies	1 hr
Study periods	5 hr
PE or IT	<u>2 hr</u>
Total	26 hrs

### Upper Sixth

3 x A2 @ 5 hr =	15 hr
1 x General Studies	1 hr
Study periods	8 hr
PE or IT	<u>2 hr</u>
Total	26 hrs

Sixth Form are also involved in Yr 7 and Yr 8 Enrichment as well as their own Enrichment programme.

## Enrichment

For Years 7 and 8 Enrichment is timetabled in 2 x 30 minute periods in Session 7. Students are placed into groups and allocated to 2 different activities each week. Staff offer a variety of different enrichment opportunities for the pupils and these change every seven weeks. Examples include dance, study skills, drama, arts and crafts, exploring technology in music, initiative exercises, fun with flowers, reading for pleasure, maths art, Sudoku, horrible history club, power-point presentations, dance, IT skills, thinking skills, cross stitch, myths and legends, crochet, music appreciation and table tennis.

For Years 9 to 13 a variety of activities is offered during lunch times and after school. These are not compulsory but pupils are encouraged to take part in at least one activity a week.

**HIGHCLARE SCHOOL**  
**CURRICULUM POLICY (whole school)**

Highclare School Curriculum Allocation Key Stage 1 (Infants)												
	English Literacy Drama	Maths	Science	ICT	History Geography	Art DT	Music	RE	PSHCE	PE Swimming	Assembly Hymn Practice	Registration
<b>J1</b>	7hr 5min	5hr 50min	1hr 30min	1hr	1hr 15 mins	1hr 30min	30min	20min	25min	2hr 50min	1hr	1hr 15min
<b>J2</b>	7hr 10min	6hr 10min	1hr 30min	1hr	1hr	1hr 25min	35min	35min	30min	2hr 50min	1hr	1hr 15min

J1 Total 24 hours 30 minutes including assembly and registration times (22 hours 15 mins curriculum time)

J2 Total 25 hours 15 minutes including assembly and registration times (23 hours curriculum time)

# HIGHCLARE SCHOOL

## CURRICULUM POLICY (whole school)

<b>Key Stage 2 - Abbey Junior Department</b>															
	English VR	Maths	Science	ICT	History	Geography	RE/ PSHE	Art and Design	Music	French	Design and Technology	PE and Swimming	Total	Registration per week am & pm	Assemblies/ Form Time/ Hymn Practice per week
J3	7	5	2	1	1	1	1	1	1	1	1	3	25 lessons 24 hours 10 mins	75 min	1 Hr 15 Min
%	28%	20%	12%	4%	4%	4%	4%	4%	4%	4%	4%	12%			
J4	7	5	2	1	1	1	1	1	1	1	1	3hr 5min	25 lessons 25 hours	75 min	1 Hr 15 Min
%	28%	20%	12%	4%	4%	4%	4%	4%	4%	4%	4%	12%	100%		
J5	7	5	2	1	1	1	1	1	1	1	1	3hr 5min	25 lessons 25 hours	75 min	1 Hr 15 Min
%	28%	20%	12%	4%	4%	4%	4%	4%	4%	4%	4%	12%	100%		
J6P	7	5	2	1	1	1	1	1	1	1	1	3hr 5min	25 lessons 25 hours	75 min	1 Hr 15 Min
%	28%	20%	12%	4%	4%	4%	4%	4%	4%	4%	4%	12%	100%	10 min am 5 min pm	

**Please note:**

Subject time allocations vary between 55 minutes and 1 hour, depending on where in the day they are timetabled each academic year. Morning lessons are 60 minutes and afternoon lessons are 55 minutes.

Curriculum time (24 hr 10min) allocation excludes Assembly/Form Time/Hymn Practice of (1 hour 15 minutes) and registration time (50 minutes each week)

## HIGHCLARE SCHOOL CURRICULUM POLICY (whole school)

<b>Hichclare St Paul's Curriculum Allocation Key Stage 2 – St Paul's Junior Department</b>															
	English VR	Maths	Science	ICT	History	Geography	RE/ PSHE	Art and Design	Music	French	Design and Technology	PE and Swimming	Total	Registration per week am & pm	Assemblies/ Form Time/ Hymn Practice per week
J3	7	5	3	1	1	1	1	1	1	1	1	3	25 lessons 24hr 10min	75 min	1 Hr 15 Min
%	28%	20%	12%	4%	4%	4%	4%	4%	4%	4%	4%	12%	100%		
J4	7	5	3	1	1	1	1	1	1	1	1	3hr 5min	25 lessons 24hr 10min	75 min	1 Hr 15 Min
%	28%	20%	12%	4%	4%	4%	4%	4%	4%	4%	4%	12%	100%		
J5	7	5	3	1	1	1	1	1	1	1	1	3hr 5min	25 lessons 24hr 10min	75 min	1 Hr 15 Min
%	28%	20%	12%	4%	4%	4%	4%	4%	4%	4%	4%	12%	100%		
J6P	7	5	3	1	1	1	1	1	1	1	1	3hr 5min	25 lessons 24hr 10min	75 min	1 Hr 15 Min
%	28%	20%	12%	4%	4%	4%	4%	4%	4%	4%	4%	12%	100%	10 min am 5 min pm	

**Please note:**

Subject time allocations vary between 55 minutes and 1 hour, depending on where in the day they are timetabled each academic year. Morning lessons are 60 minutes and afternoon lessons are 55 minutes.

Curriculum time (24 hr 10min) allocation excludes Assembly/Form Time/Hymn Practice of (1 hour 15 minutes) and registration time (50 minutes each week)

# HIGHCLARE SCHOOL

## CURRICULUM POLICY (whole school)

Curriculum allocation (shown as number of teaching hours per week)

<b>Curriculum Allocation Key Stage 3 (Seniors)</b>																						
<b>Year</b>	<b>NC Year</b>	<b>English</b>	<b>Drama</b>	<b>Maths</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>	<b>History</b>	<b>Geography</b>	<b>French</b>	<b>German</b>	<b>Music</b>	<b>ICT</b>	<b>PSHCE</b>	<b>RE</b>	<b>Art</b>	<b>Textiles</b>	<b>HE</b>	<b>DT</b>	<b>PE</b>	<b>TOTAL (hours)</b>	<b>Enrichment</b>
<b>U3</b>	7	4		4	3			1.5	1.5	2		1	1	1	1	2.5				2.5	<b>25</b>	1
<b>L4</b>	8	4	0.5	3	1	1	1	1	1	2	2	1	1	0.5	1	1	1	1		2	<b>25</b>	1
<b>U4</b>	9	3	0.5	4	4			1	1	2	2	1	1	0.5	1	1	1	1		2	<b>26</b>	
<b>Curriculum Allocation Key Stage 4 (Seniors)</b>																						
<b>Year</b>	<b>NC Year</b>	<b>English</b>	<b>English Lit</b>	<b>Maths</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>	<b>MFL Option</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>IT</b>	<b>PE</b>	<b>PSHCE</b>							<b>TOTAL (hours)</b>	
<b>L5</b>	10	4		3	6			2.5	2.5	2.5	2.5	1	1.5	0.5							<b>26</b>	
<b>U5</b>	11	4		3	6			2.5	2.5	2.5	2.5	1	1.5	0.5							<b>26</b>	

<b>Written by:</b>	<b>Adopted by the Board:</b>	<b>Amendments made:</b>	<b>Review Date:</b>
MV/September 2009	November 2009	July 2011	July 2012

# HIGHCLARE SCHOOL

## POLICY FOR LEARNING SUPPORT

### A. Introduction

Highclare School will provide additional support for those pupils who are identified as requiring such assistance in the curriculum. Support may be required for academic, behavioural, pastoral, linguistic and medical needs. More details of procedures are to be found in the 'Learning Support Handbook' and 'Information for Parents' (provided if appropriate).

The Learning Support Co-ordinators are:

Mrs K Johnson (Head of Department)	Senior School - Key Stages 3, 4 & 5
Mrs J Clarke	Junior School - Key Stages 1 and 2
Mrs S Gething (Woodfield)	EYFS
Mrs M Craddock (St Paul's)	EYFS

### B. Aims and Objectives

The aims of the policy are:

1. To identify and assess pupils requiring support.
2. To provide support for these pupils.
3. To formulate Individual Education Plans (I.E.P.s) for identified pupils, with specific targets outlined.
4. To review the support provided for pupils.
5. To liaise with parents, teachers, Heads of Departments, Pastoral and Academic Heads and other agencies where necessary.
6. To identify the roles and responsibilities of staff in the Learning Support Department.
7. To maintain a register\audit of pupils requiring support.
8. To support and advise departments and teachers in school with regards to resources, pupils, schemes of work etc.

### C. Identification

Pupils may be referred to the Learning Support Department from a variety of sources: teachers, form tutor, personal tutor or following information from a previous school, following blanket testing, diagnostic tests, individual interviews, data tracking and lesson observations.

The Learning Support Department follows the national Code Of Practice and implements its recommendations for students needing additional support.

Pupils with a Statement of Educational Needs (SEN) will automatically be put on the Learning Support Register and other pupils with learning difficulties or disabilities (LDD) will be identified as School Action (S.A) or School Action Plus (SA+). All of these pupils will have an I.E.P.

Some pupils will receive group support, others one-to-one and support may be daily, weekly, half termly, depending on the individual's needs.

### D. Education Provision

1. Learning Support will include pupils with English as an Additional Language (EAL) and the co-ordinator will liaise with the Gifted and Talented co-ordinator regarding the provision and identification of Gifted and Talented pupils.
2. Different strategies for teaching will be required for some pupils on the Learning Support Register.
3. Pupils' learning styles will need to be taken into account when providing additional support.
4. Regular reviewing and monitoring of the provision for pupils on the Learning Support Register will take place. The statutory requirements and procedures for Annual Reviews of pupils with a Statement of Educational needs will be fully complied with.
5. Access arrangements and concessions in examinations for identified pupils will be made by the Head of Learning Support in liaison with the school's Examination Officer.
6. Learning Support will make appropriate provision for pupils who require additional support when taking part in school trips and will liaise with the school's Health and Safety representative when carrying out any necessary risk assessments.

Written by:	Confirmed by:	Amendments made:	Review Date:
KJ/September 2009	MV/October 2009	July 2011(KJ)	July 2012

# HIGHCLARE SCHOOL

## POLICY FOR GIFTED AND TALENTED

### Introduction

*'CfBT Education Trust vision is that all gifted and talented learners in England have the opportunity to reach their full potential and in so doing create benefits for their fellow learners, places of learning and the wider community.'*

Highclare School recognises that 2% of young people may be considered gifted and that a further 10% may be talented in only certain specific areas. In order to achieve individual excellence it is important to recognise the needs of these pupils and develop strategies to support them.

Throughout the key stages, pupils are monitored and assessed by all of their teachers and those who show an aptitude in a particular curriculum area are encouraged to develop their skills further. The school has a policy of promoting and achieving individual excellence and the progress of our most able pupils is reviewed regularly, to ensure that they are provided with a suitable learning experience to match their ability and the ECM objectives are met.

Pupils who have talents in other areas such as sport, drama, music, dance, art and design are also encouraged to develop their abilities.

### Aims and Objectives

The aims of the policy are:

- To identify pupils who are gifted and talented and ensure that this information is available to all staff.
- To provide a teaching and learning environment that allows these pupils to develop to their full potential, in line with the school aims.

The objectives of the policy are:

- To ensure that the curriculum offered in all subject areas provides a suitable and challenging learning experience for all pupils.
- To offer differentiated and extension tasks, where appropriate, in order to challenge, encourage and motivate pupils to strive as high as they can.
- To encourage pupils to get involved in enrichment activities both in school and outside of school that will help them to develop and enhance their gifts and talents
- To maintain and review a register of all pupils identified as gifted and or talented in order to monitor their progress.

Written by:	Confirmed by:	Review Date:
HYG/July 2009	MV/September 2009	July 2012

## **Procedure**

### **Identification**

Initially pupils may be identified by teaching staff and their observations are vital in this process. The school also uses a number of quantitative assessment tests throughout the different Key Stages including: PIPS, VR/NVR, entrance examinations, MidYIS, GCSE, YELLIS, ALIS, AS and A2 examinations and these will be used as a basis for identifying our highest academic achievers.

Pupils who show evidence of having particular talents may be identified by subject teachers but are often nominated by parents or agencies, who may work with these students outside of school.

### **Proposed action**

All pupils, once identified, will be placed on a Gifted and Talented register. Extension and enrichment activities for gifted and talented pupils should be outlined in teachers' planning. Pupils who require specific support may be given an IEP in order that their progress can be monitored more carefully and appropriate action taken.

Pupils with identified talents will be encouraged to showcase their talent in a variety of ways, both at school and in the wider community.

### **Support**

The school has a system of awarding scholarships at 11+ and in the 6<sup>th</sup> form. It is hoped that this bursary may help to support and encourage pupils who are talented in music, art or P.E. as well as those who are academically gifted.

### **Responsibility**

The Gifted and Talented co-ordinator has responsibility for:

- establishing and reviewing the register on a regular basis
- ensuring that it is recorded on SIMS and 'Y' Drive
- ensuring that staff are aware of pupils on the register
- liaising with the SLT to ensure that teachers are differentiating and challenging those pupils, especially with ECM objectives in mind.
- for writing and reviewing IEPs and establishing tracking sheets
- ensuring that the Gifted and Talented Policy is updated
- ensuring that opportunities for Gifted and Talented are disseminated to all staff
- ensuring that training opportunities are disseminated to all staff

Senior school:

- ensuring that Senior Staff are aware of the policy for awarding commendations
- produce commendation cards and certificates and keep the register of commendations up to date
- ensuring that SIMS records are also kept up to date alongside the Academic Head of Senior School
- to liaise with the Academic Head of Senior School, in order to establish whether pupils on the Gifted and Talented register feel they are being challenged and to monitor their progress
- to introduce and monitor a system of personal target setting

KS1 and KS2:

- to ensure that KS1 and KS2 staff are aware of the policy for Gifted and Talented children
- to attend twice yearly meetings with KS1 and KS2 staff to review pupils on the register and to monitor and track their progress
- to help staff to identify in their planning provision for Gifted and Talented children
- to introduce and monitor a system of personal target setting with Gifted and Talented children

# **HIGHCLARE SCHOOL**

## **ENGLISH AS A SECOND LANGUAGE (EAL) POLICY**

### **Introduction**

Highclare School is committed to achieving individual excellence for all of its students. An integral component of this aim is to embrace each child's life experiences and needs and to welcome the diversity every individual brings to the school.

A number of children have particular learning needs and these are provided for in the classroom and in conjunction with the Learning Support Department and the Gifted and Talented provision within the school, across the 3 sites and all Key Stages.

For those children whose main language at home is a language other than English and are learning English as an additional language (EAL), Highclare School recognises that these children may have specific linguistic needs.

### **Aims**

- To value the cultural and linguistic experiences that pupils with EAL bring to the school.
- To meet the academic, social and emotional needs of children with English as an additional language.
- To implement strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To enable EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

### **Assessment/Implementation/Strategies**

- The skills and needs of the EAL pupils will be assessed and appropriate provision made throughout the school.
- Pupils' progress will be monitored regularly and will affect individual curriculum provision and planning.
- Resources will be provided to support and monitor pupils with EAL.
- Teachers will recognise the child's mother tongue to boost the child's self esteem: the child has the potential to become a bi-lingual adult.
- Classrooms will value cultural differences and foster a range of individual identities.
- The amount of time taken to become fluent in an additional language will be acknowledged as will the child's strengths.

### **Teaching and Learning**

- Prompt assessments will inform provision and any necessary action.
- Assessments can take place upon registration at the school, at the entrance test, in reading and spelling tests and in literacy work, for example.
- Information from assessments will be passed on to Learning Support and relevant staff, as will information from parents regarding a child who has EAL.
- Differentiated work, where applicable, for EAL pupils to be shown in lesson plans.
- High expectations-pupils to contribute more than one word answers.
- Appropriate and challenging learning objectives set for EAL pupils.
- Recognise that EAL pupils will need more time to process answers.
- Give newly arrived young children time to absorb English-a 'silent period' often occurs when a child understands more English than they can use.
- Model good examples of English.
- Use collaborative learning techniques and a variety of teaching styles.

- Vocabulary work to cover technical as well as the everyday meaning of key words, metaphors and idioms.
- A range of reading materials provided to highlight the different ways English is used.
- Effective opportunities given for talking in the classroom.
- Encourage transference of knowledge and skills of one language to another.

### **Provision**

- All involved teaching EAL pupils will liaise regularly.
- Parents and staff to be aware of the school's EAL policy.
- Relevant information on EAL pupils will be disseminated to staff working with them.
- Pupils with EAL will be added to the Learning Support Register.
- The Learning Support Co-ordinators (LSCs) for Key Stages will give guidance and support for staff for pupils with EAL.
- Effective liaison with parents from teachers, LSCs, and other relevant staff will take place regularly.
- External advice and support from other agencies may be used to support EAL pupils.
- Individual Education Plans (I.E.P.s) with targets will be compiled for those pupils identified with specific EAL needs.
- I.E.P.s for EAL pupils to be reviewed regularly.
- EAL Policy to be reviewed annually by the SLT and LSCs.

<b>Written by:</b>	<b>Confirmed by:</b>	<b>Amendments made:</b>	<b>Review Date:</b>
KJ/September 2010	MV/October 2010	July 2011(KJ)	July 2012