



## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

*‘... in which the strong will have ideals to inspire them and the weak*

### Requirements – Curriculum

Refer to Academic and Curriculum Policy

### Requirements – Teaching

Refer to Academic and Curriculum Policy

### **Policy Statement**

EAL (English as an Additional Language), as it applies to pupils, is defined as such: the first language of a pupil is a language other than English.

The School acknowledges that EAL pupils come from a variety of educational backgrounds and experiences of learning English. Hence a collective responsibility on behalf of all staff to identify and remove any barriers to learning and integrate EAL pupils fully into the fabric of the School.

The EAL Department's aim is to support and develop pupils' abilities to communicate effectively in speech and writing in a language which is not their first language and to be able to access fully the curriculum as well as participate actively in the life of the School community. The Department should support and develop pupils' appreciation and knowledge of British values and culture, as well as the culture of other English-speaking countries, while maintaining an indebtedness and appreciation of to their own cultural uniqueness.

The Department should help pupils to undertake their studies in all subject areas; it should endeavor to promote the academic and welfare needs of the EAL pupils throughout the wider school community.

The Department demands the highest standards from teachers and pupils, in keeping with the School's Mission Statement and the Academic and Curriculum Policy.

The Head of EAL will maintain an EAL Register so that all staff are aware of all pupils whose first language is a language other than English. The EAL Register ensures that the EAL Dept can support EAL pupils through tracking and monitoring. The Register will reflect three stages of proficiency: those who are receiving EAL classes, those who are monitored and those who presently do not need EAL support.

## **Aims**

Our principle aim is for all pupils to make the same level of progress by creating an inclusive environment regardless of a pupil's first language by supporting their English proficiency to achieve academic achievement.

Additional support will be provided, should it be required, for pupils whose first language is not English so that they are able to enable them to learn and cope with learning in all of their other subjects. Some of these support classes carry an additional cost.

To enable EAL pupils to flourish and create whole school opportunities to develop language proficiency.

EAL pupils are identified, and procedures followed to ensure their needs are fully met and they achieve their potential.

Assess proficiency in English of all pupils new to the school both before they arrive, using an age-appropriate suite of entrance assessments, and upon arrival, using the Online Oxford Placement Test (OOPT) and interview.

To identify EAL pupils who request/require additional support and facilitate extra charged 1:1 or small group lessons where required.

To liaise with the English Dept to inform and advise on the most appropriate academic route to achieve a suitable English language qualification in Yrs. 10 & 11. E.g. IGCSE English Language and/or Literature, IGCSE English as a Second Language, Cambridge B2 First for Schools and Cambridge C1 Advanced.

To liaise regularly with all subject teachers to monitor EAL pupils' progress and achievement throughout their school career.

Build close relationships with parents to include them fully in the decision process considering the recommendations, actions, interventions and EAL provision at all stages of their child's time at School, by email, telephone and meetings.

Support pupils, where possible, with subject-specific difficulties.

Encourage EAL pupils to take an active role in managing their learning and set high standards for themselves.

To celebrate and support multilingualism and multiculturalism actively via various activities throughout the year.

To encourage biliteracy and translanguaging.

To provide regular teaching tips and support strategies via INSET or Learning Walks to colleagues regarding best practice for the EAL pupil in the mainstream classroom.

## **Provision**

*EAL provision is available, in principle, to all pupils whose first language is a language other than English. Some EAL provision incurs an additional charge (see section six).*

*All pupils whose first language is not English will be listed on the EAL Register. This is shared with all Academic Staff and updated termly.*

*The Head of EAL will determine the three proficiency levels at which each EAL pupil*

*will be listed on the EAL Register: i.e. attending EAL classes, Monitored and those who presently do not need EAL support.*

Stages of EAL proficiency:

No additional support

The Head of EAL will not timetable classes for pupils who presently do not need EAL support unless an EAL Referral Form is issued by a member of staff, and the Head of EAL feels that it is necessary to begin attending EAL classes.

Requires monitoring by staff, issuing EAL Referral Forms as necessary.

The Head of EAL will collate feedback from staff and monitor academic performance and will maintain communication with the tutor and House Mistress/Master.

The Head of EAL will contact parents if there is a possibility that a pupil may move to requiring additional EAL support and explain the reasons for providing additional language support.

Requires additional language support.

The level of support will be recommended to the pupil and parents following consultation with staff, and an assessment of the pupil's needs.

*The Head of EAL will determine whether pupils require additional language support and will determine the level of support which will be at least 70 minutes per week.*

*The decision to provide additional language support can occur at any time following a process of assessment as outlined below:*

For prospective pupils, we may make additional language support a condition of their initial offer if their performance in the entrance assessments or interview would lead us to believe that they require help in accessing the curriculum.

All new pupils whose first language is not English are assessed thoroughly by means of the Online Oxford Placement Test (OOPT) upon arrival at the School, and the Head of EAL may suggest additional charged language support following this assessment.

Pupils may be referred to the Head of EAL by their teacher once they are studying at the School and, if necessary, the Head of EAL may assess a pupil at any time to determine if additional charged language support is necessary.

*The Head of EAL will ensure that the 'Curriculum' requirements, as stated in the Academic and Curriculum Policy, and as they apply to EAL, are satisfied, and that all pupils are presented with the opportunity to make progress.*

*The Head of EAL will ensure that the 'Teaching' requirements, as stated in the Academic and Curriculum Policy, and as they apply to EAL, are satisfied.*

*The Head of EAL will be responsible for coordinating the EAL Referral System which allows staff to raise concerns about a pupil on the EAL Register. This information will be used to ensure that effective provision is made for all pupils on the EAL Register, and that all staff are fully informed. Pupils may move in and out of EAL as necessary.*

## **Examinations**

Examination Board	Course	Code
CAIE	IGCSE English as a Second Language	0991FX
Cambridge	B1 PET for Schools	CEFR B1
Cambridge	B2 First for Schools	CEFR B2
Cambridge	C1 Advanced	CEFR C1
Cambridge	IELTS	

Pupils will be assessed on their language proficiency upon application as it is expected that they will join mainstream English lessons in First to Third Forms.

In the Fourth and Fifth Forms, a decision will be made on whether pupils will be entered for GCSE English Language or IGCSE English as a Second Language. Pupils attending for one or two terms, or all year, have the option of attending the Cambridge B2 First for Schools in 4F or Cambridge C1 Advanced classes in 5F, instead of GCSE, which can be sat in December, March or June. These classes are timetabled against English and are not charged extra.

The School will recommend that pupils in the Sixth Form considering UK universities sit the IELTS and attend IELTS preparation lessons.

### **Additional Provisions**

<b>EAL class options as the timetable allows.</b>	
A	Additional 1-3F language support offered on an individual or group arrangement (one/two lessons per week) charged. Pupils may be removed from MFL or Latin to facilitate these classes.
B	4F & 5F opting to prepare for the either the Cambridge B2 First for Schools (4F) or Cambridge C1 Advanced (5F) uncharged instead of mainstream GCSE English or IGCSE ESL. Timetabled against mainstream English and uncharged.
C	Study for an English qualification e.g. Lower Sixth IELTS (two lessons per week) charged.

The Head of EAL can guide both pupil and parents with the most suitable academic qualification route to ensure a successful outcome.

Lesson charges are reviewed annually and are defined within the 'Academic Fees' letter issued by the Director of Finance.

Parents will be required to provide one half term's notice if they wish to discontinue lessons.

As per Section 7, the Head of EAL will maintain a special interest in the pastoral care of all pupils whose first language is a language other than English, regardless of their stage of proficiency, to help them to settle smoothly and integrate within the School community.

## **Pastoral Care**

*The EAL Department has a special role in the pastoral care of all pupils whose first language is a language other than English and aims to help them to settle smoothly within the School. Throughout the academic year the EAL Department aims to monitor and ensure that EAL pupils have the opportunity to participate actively in the life of the School community.*

*The EAL Department can provide an important source of information for staff, and an effective means of communication between home and School, to ensure the welfare of pupils on the EAL Register.*

*There is a specific International Pupil Induction before the rest of the pupil body return to School at the start of the Michaelmas Term, which aims to introduce the School for pupils and parents and effect a smooth transition into the school community.*

*The EAL Department organises a number of cultural events during the year to help pupils to celebrate a particular culture and enrich the cultural diversity of the School. This is achieved with The International Committee and International Pupil Prefects who are members of the Blessed Gabriele Allegra Society.*