

# **EAL (English as an Additional Language) Policy**

---

**Queen's College, Taunton**

March 2017 (v.1)

### **Introduction**

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language i.e. pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the School Curriculum and the broader life of the school.

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

The school will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the curriculum.

### **Context**

Our EAL pupils have a range of countries of origin. The following list details countries represented in recent years:

China	Japan	Germany	France	South Africa	Iran
Thailand	Africa	Ukraine	Malaysia	Colombia	Venezuela
Russia	Tajikistan	Switzerland	Austria	Switzerland	Italy
Spain	Poland	Austria	Sweden		

They also have a range of mother tongues. The following list details those represented in recent years:

Cantonese	Mandarin	Russian	Armenian	Ukrainian	Japanese
Polish	Thai	German	French	Farsi	Afrikaans
Urdu	Arabic	Swedish	Malay	Romanian	Dutch
Spanish	Italian	Portuguese	Shona		

Our EAL pupils are sometimes from families who settled in the UK some time ago or recently for the purpose of work, some of whom may only be here for a set period of time or they have come here to board and to study in England with a view to entering a British university (mainly in upper Junior and Senior).

Our pupils generally arrive in the Senior school having had some years of English language instruction and are advanced learners, while in Junior they may be boarders who have learned some English. In Pre-Prep and nursery the EAL children often arrive with no or little English knowledge.

Our EAL pupils generally arrive in our school with well-developed literacy skills in their home language and supportive parents who, while wishing their children to maintain their first language, wish even more that their child be proficient in English and do well academically. This can lead to some children not progressing in their mother tongue.

The majority of students are conscientious and hardworking and they respond well to Queen's purposeful and positive aims achieving good grades in their public examinations. The school's overall ethos helps pupils feel valued members of the school community to thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness; the school are extremely proud of them and their successes.

### **Aims**

- **Equality** - To be proactive in removing barriers that stand in the way of our EAL pupils learning and success.
- **Diversity** - To meet responsibilities to our EAL pupils by ensuring their equal access to the National Curriculum (and other educational opportunities) and the achievement of their educational potential.
- **Belonging and Cohesion** - To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### **Objectives**

- **School**
  1. To ensure that all our EAL pupils participate in the life of the school, and gain access to appropriately planned and prepared mainstream Curriculum provision.
  2. To ensure that our EAL pupils attain National Curriculum levels and public examination grades appropriate to their abilities.
  3. To seek, and make use of, appropriate advice, guidance, support and training.
  4. To assess and monitor the progress of our EAL pupils' acquisition of English; of their general achievement; of their attainment in public examinations/end of key stage assessment.
- **Pupils**
  1. To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
  2. To give EAL pupils the knowledge and skills to use English to understand and produce written texts.
  3. To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

### **Underlying Principles**

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well-planned, mainstream subject lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils.
- The multilingualism and multi-culturalism of our EAL pupils enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.
- Having a home language other than English is not a "learning difficulty". EAL pupils are not placed on LD registers or taught in LD groups unless they have LD needs.

### **Roles and Responsibilities**

- **Within our School**
  1. There is a collective responsibility, held by all staff and governors, to identify and remove barriers that stand in the way of our EAL pupils' learning and success.
  2. The Head of EAL is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.
  3. The admissions team are responsible for identifying EAL pupils in order to compile an EAL register.

4. The Head of EAL/Director of Studies/Junior Head /Pre-Prep Head are responsible for maintaining an EAL register and ensuring progress and attainment are regularly monitored, assessed and recorded.
5. The Head of EAL is responsible for responding to requests for information about EAL pupils; for bringing the presence and needs of EAL pupils to the attention of colleagues and responding to information and needs highlighted by other members of staff.
6. The Head of EAL/Director of Studies/Junior Head/Pre-Prep Head are responsible for ensuring that EAL pupils are integrated into mainstream classes, have full access to the Curriculum and are fully supported by the school systems.

### **Admitting New Pupils**

We follow the school's normal admissions procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in UK
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in school
- Pupil's educational background
  - names, addresses and contact details of previous schools
  - number of years in school
  - subjects studied and languages used as medium of instruction
  - any breaks in education
  - any reports or certificates
- Parents/guardians and pupils who are able to visit are taken on a tour of the school and introduced to key personnel, if possible by a student with the same mother tongue.
- Parents/guardians and pupils are provided with appropriate information about the school.
- Care is taken to ensure we know how to say names and how to address parents and pupils appropriately

### **Placement in Teaching Groups/Classes**

EAL pupils:

- have access to the whole curriculum as appropriate to language level
- are taught with their peers
- are placed in groups with fluent English speakers who will provide them with good language models
- are placed in as high a group as possible i.e. with their intellectual/academic equals
- are not automatically placed with LD pupils

### **Teaching and Learning**

We will:

- Plan for and provide appropriate stimuli for language development
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons
- Assign specific roles in group activities to ensure active participation by EAL pupils
- Encourage EAL pupils to develop communication strategies such as asking for clarification
- Consider our own language use and provide suitable contextual clues for EAL pupils

- 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 pupils are familiar with
- Plan for and provide specific time for pupils with EAL needs
- Be aware that an EAL pupil'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 native-speaker levels)
- Allow EAL pupils to use first language when it will be beneficial to their learning
- Teach topic/subject – relevant vocabulary, structures etc where appropriate and provide curriculum – related opportunities to develop listening, speaking, reading and writing skills
- Provide good-language role-models for social interaction in learning activities
- When necessary provide spoken and written, curriculum-specific, language models for EAL pupils e.g. Writing frames
- 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 pupils to become independent learners
- Encourage parents/guardians participation in EAL pupils' learning
- Constantly review and build our knowledge of and support of EAL students
- Liaise closely and share information with EAL staff with a view to providing the best support possible
- Ensure displays and resources reflect linguistic and cultural diversity.
- Monitor resources for reading and writing for cultural accessibility.
- Use a range of resources to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key words lists, bilingual dictionaries, recorded materials, computer software, podcasts, etc

### **EAL Assessment, Record Keeping, and Information Transfer**

Initial assessment of an EAL pupil's level of English acquisition is carried out via an English test which is marked and evaluated by the Head of EAL in Senior and by the Junior EAL co-ordinator in Junior, Pre-Prep and Nursery. On arrival at the school the student's English level will be assessed again by the Head of EAL in Senior and by the Junior EAL co-ordinator in Junior, Pre-Prep and Nursery to ascertain appropriate support.

- The school maintains an EAL register.
- The school will regularly reassess EAL pupils' levels of English and make a record of that assessment.
- The school will maintain a record for each EAL pupil that will follow them through their school career.

Pupil EAL records are kept on PASS and in the shared area. These records are maintained by the Head of EAL in Senior and by the Junior EAL co-ordinator in Junior, Pre-Prep and Nursery

EAL records contain:

- Initial EAL assessment report (BPVS score and NASSEA scales in Pre-prep and Junior or OPT placement test and CEF levels in Senior, admissions information, recommendations for support.)
- Regular EAL reassessments
- Information on EYFS levels

- End of Key Stage levels in Junior and Pre-Prep
- Public examination or international exam results
- Support provision made for the pupil

#### **Home School Links/Use of Community Languages**

- The school acts proactively to remove barriers to accessing school information and events. Older bilingual students and members of our school and local community are used as translators and be-frienders where possible. Information is clearly and simply written and for overseas parents is transmitted via a bilingual agent. The school's offices and teachers are committed to meeting local parents and guardians as requested.
- EAL pupils are given opportunities, whenever possible, to enter for GCSE examination in their home languages and as far as is possible, tuition is available to assist them in this.
- The range of languages in use in the school and local community is reflected and celebrated around the school.
- The International Student Group provides a forum for discussion and opportunities to hold positions of responsibility and organise cultural and charity events.

<b>Effective date of the policy</b>	23/02/2017
<b>Responsible Member</b>	Valerie Orme-Dawson

<b>Authorised by CLG</b>	
<b>Signed</b>	Dr Lorraine Earps, Head Teacher
<b>Date</b>	23/03/2017