



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Introduction

In our school all our pupils are important, and this applies to all aspects of their education - their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our pupils to aim for the highest possible standards, and we take account of each child's individual needs and experiences. This means that the School does not admit pupils with no knowledge of English and only considers applicants who have as a minimum requirement a Cambridge Qualification PET or equivalent.

All pupils are tested using the baseline Cambridge 'Test your English for School' assessment on entry to the school.

Most of the girls who join The Laurels School are from families with English as a first language. However, we also welcome many girls from overseas to the School for whom English is an additional language. On arrival in September, these girls (known as PACT International pupils) undertake a placement test to identify their strengths and weaknesses in the use of English. Although The Laurels Staff always provide support and help pupils during lessons, EAL support is usually necessary. In such cases, tuition in small groups is arranged for as long as is deemed necessary. A number of our pupils have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

Pupils who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking pupils. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Aims and Objectives

Underlying the National Curriculum is the entitlement of all pupils to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help ensure that we meet all the needs of those pupils who are learning English as an additional language.

Defining EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils need varying levels of provision.

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Level 1: silent period / beginner learner

Level 2: basic interpersonal communication skills (BICS)

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

Teaching Methodology

At The Laurels School teachers use various methods to help pupils who are learning English as an additional language:

Developing the four areas of English, i.e. speaking, listening, reading and writing by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- Covering not just keywords, but also metaphors and idioms;
- Explaining how spoken and written English have different usages for different purposes;
- Providing them with a range of reading materials, to exemplify the different ways in which English is used (this includes labels around the classrooms where necessary);
- Giving them appropriate opportunities for talking, and using talking to support writing;
- Encouraging them to relate one language to another;
- Providing good role models within the classroom (both adults and pupils);
- Giving individual pupils specific termly targets covering these areas, which are monitored by the EAL teacher.

Ensuring their access to the curriculum and to assessment by:

- Using texts and materials that suit their ages and learning stages;
- Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- Using the home or first language where appropriate.

EAL and Inclusion

In our school we value each child as a unique individual. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to inclusion. Pupils with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make

good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

Pupils' progress is closely monitored and parents are kept regularly informed about their daughter's performance. We find that our pupils from overseas achieve good results and quickly become part of the school community thanks to the improvement in their spoken fluency, which enables them to feel more confident and thrive in their studies.

We adjust the tasks for EAL pupils to recognise their circumstances and to meet their specific needs in English, which are as follows:

- Enhanced opportunities for speaking and listening;
- Effective models of spoken and written language;
- A welcoming environment in which they feel confident and can contribute;
- A recognition of the role played by the first or home language in the development of English, and the importance of it in the child's life and heritage;
- Ways of helping them to cope with the various areas of learning.

Long Term Pupils

Long-term pupils whose English is not sufficiently developed to cope with the curriculum, or who we consider need extra support, have one lesson per week of EAL support. During these lessons, pupils work on improving their vocabulary and building their oral fluency. They also focus on improving writing fluency and reading comprehension so that pupils gradually build their academic skills and perform better in other subjects.

PACT International Pupils

PACT International pupils are pupils whose stay is short term i.e. one term minimum or one year. These pupils are given the opportunity to follow the Cambridge course. Year 7 and 8 pupils follow the PET course and Years 9 and 10 pupils follow the First Certificate Course. Those pupils who stay for one year are offered the opportunity to be examined for the corresponding qualification for which they have been prepared. This is decided by the teacher in conjunction with the parents. PACT pupils will be offered separate lessons weekly which are assessed and monitored by PACT International.

Welfare Provision

Whilst the welfare of all pupils is equally important, pupils with EAL require additional support in order to cater for their happiness and general well-being. This is achieved in a variety of ways:

- Class couples have the specific responsibility of welcoming all new families into the school. They are able to introduce them to others, thereby encouraging friendships between the pupils and helping them to settle into the class environment.
- Situations are engineered by staff or class couples to put families who speak the same language in contact with each other.
- The PACT International Co-ordinators, ensure that all PACT International pupils' needs are addressed and are in constant communication with their parents.
- Each term events and trips are organised for PACT International pupils.
- Each pupil is assigned a personal tutor who meets with her regularly to discuss her well-being and progress in the school. If issues are identified, the tutor will notify teachers through the Well-being manager or will report a concern through the iSAMs module or by email to all staff.

Assessment for Learning and Monitoring

The assessments carried out allow us to identify whether any special arrangements are required for pupils who are learning English as an additional language. If necessary, individual targets can then be set. Staff monitor the progress of our EAL pupils within their subject via the Academic Cycle every term.

We record their attainment and progress according to agreed school procedures.

Please also refer to the Assessment and Reporting policy document that also contributes to EAL delivery, teaching and learning, and monitoring.

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