



EAL POLICY

(to include boarding, day and EYFS pupils)

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) POLICY

EAL is a component of the Learning Support (SEND) Department and is located in the Log Cabin. This policy should be read in conjunction with that of the Learning Support Department.

AIMS

The aims of this policy are to enable pupils for whom English is an additional language to have full access to all subjects of the curriculum and to enable all pupils to achieve their maximum potential. We acknowledge that pupils' self-esteem is vitally important to their learning and we are mindful that pupils do not feel stigmatised by the fact that English is an additional language (in some cases, it is a third or fourth language).

LANGUAGE ACQUISITION

- it takes five to seven years to develop Cognitive Academic Language Proficiency (CALP) which is the level required to manipulate English in order to participate fully in an educational system;
- it takes up to two years to develop Basic Inter-personal Communication Skills (BICS) which is the level used for social interaction;
- language acquisition is best developed in meaningful contexts within the curriculum and progress in the curriculum is linked to progress in language acquisition;
- a pupil's competence in his/her first language influences the subsequent learning of a second or third language.

AREAS OF DIFFICULTY FOR EAL PUPILS

- **Speaking** – manifested by being unwilling to ask questions or give opinions in class, difficulty in extended speaking or expressing views or complicated ideas;
- **Listening** – particularly detailed information or following instructions;
- **Writing** – incorrect use of tenses, irregular verbs, weak spelling, word order and lack of descriptive vocabulary;
- **Reading** - inability to understand subject specific vocabulary, complex grammar or instructions ;
- **Lack of cultural knowledge** impacting particularly in History, Geography and RS;
- **Concentration** – when operating in two (or more) languages until English dominates, work rate can be slow and pupil tires rapidly; this may appear as lack of effort or concentration.

ROLE OF EAL TEACHER

We aim to meet the EAL pupils' needs with regard to academic support and communication skills by:

- Assessing of all new pupils' language proficiency as soon as possible;
- ensuring colleagues are aware of and understand each pupil's EAL needs;
- assisting with the welfare of the EAL pupils during the school day;
- regularly reviewing each pupil's progress and adjusting lessons to his/her needs
- liaising with parents.

ASSESSMENT, PROVISION AND REVIEW

We assess new pupils' language levels as soon as possible after their arrival. Tests are carried out to determine proficiency in reading, writing, listening and speaking, which indicate how much support is needed. **This is done using a level of competency test and then rating the results using the EAL levels of competence document (see Appendix 1).** Depending on each pupil's needs, individual lessons or small group lessons (no more than four pupils) may be provided at a cost to parents. **Individual progress is tracked by EAL teachers using the EAL levels of competence document. In addition,** close informal links are maintained with all subject departments and houseparents regarding progress and any impacts on academic work and behaviour. Resulting from this, lessons can be adjusted according to each pupil's specific needs. We regularly monitor individual pupils and their academic needs pertaining to each subject in order to make support lessons as relevant and useful as possible. Results of the initial (and subsequent) diagnostic tests are made known to all subject teachers enabling them to vary their teaching method if necessary.

CURRICULUM AND STRATEGIES FOR EAL PUPILS

- Teachers will be aware of EAL pupils and have access to background information (both social and academic).
- Teachers will set suitable learning challenges for EAL pupils and differentiate according to their individual needs.
- Teachers will respond to EAL pupils' language needs by teaching key vocabulary.
- Teachers will sit EAL pupils near the front where they can see the teacher's whole face.
- If appropriate, and where possible, teachers will provide prior knowledge of lesson content to EAL pupils which will give more relevance to the lesson to be taught and enable pupils to progress more quickly.
- Teachers will speak clearly and slowly; re-phrasing rather than repeating.
- Teachers will be aware of the register they are using when communicating with EAL pupils.
- Teachers will check EAL pupils have understood by asking them to express the point in their own words (this may need to be done after the class has finished in order not to highlight the pupils' difficulties).
- Teachers will allow bi-lingual dictionaries to be used.

PUPILS WITH SPECIAL NEEDS

A pupil has SEND where his or her learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

At Ashdown House School we aim to provide a broad and balanced curriculum for all pupils, regardless of learning needs. Suitable learning challenges should be set to enable every pupil to experience success and achieve to the best of his or her abilities. The work for pupils with SEND should be differentiated either by task or outcome as appropriate, and expectations will vary according to ability. Policy, plans and schemes of work take account of pupils with an Education, Health and Care Plan. *(To be read in conjunction with the SEND policy).*

PUPILS' ACHIEVEMENT AND PERSONAL DEVELOPMENT

In the EAL Department, we carry out initial assessments and progress trackers to mark the beginning and the end of each term and to inform our planning. In addition, we use school exams to note pupils' attainment and to monitor how this changes over time. We then alter our approach accordingly. Our lessons focus on developing the knowledge, understanding and linguistic skills needed for EAL students to become proficient in all aspects of English; reading, writing, speaking and listening, so that they can communicate effectively and access the curriculum as fully as possible. Academic achievements are celebrated with show ups in assemblies and staff may also support pupils on the sports pitch and in the theatre. EAL teachers encourage pupils to take ownership of their learning through actively encouraging them to discuss their own targets and so develop their self-understanding and decision making skills. In addition to planned opportunities, there are also ad-hoc occasions where staff support pupils with regard to spiritual and moral understanding, taking into account their diverse religious and cultural backgrounds. Social development is supported through small group and paired work to enable them to work effectively with others; a skill that is transferable to the wider boarding school environment. The nurturing and supportive atmosphere of the Log Cabin allows teachers to very quickly become aware of any social or health issues and so deal with them accordingly and swiftly. *(To be read in conjunction with the SEND policy appendix (ix).)*

REPORTING

Each child's progress, areas of strength and areas for improvement are recorded in the end of term reports. We encourage parents to communicate with the department for any further information on their child's language acquisition.

PROMOTING BRITISH VALUES

Within the EAL department, we strive to develop understanding, tolerance and harmony between different cultural traditions. We model and encourage an open-minded attitude when teaching groups of children with mixed ethnic backgrounds. Where appropriate, we provide planned opportunities to ensure children acquire a knowledge of public institutions and services in England. Often, speaking and listening skills are developed using current affairs as a stimulus, such as politics and democracy, and there is opportunity for comparison between the British systems and those of the pupils' native countries. *(To be read in conjunction with the SEND policy appendix (viii).)*

RESOURCES

Our department has a wide range of resources including reference materials such as dictionaries, grammar and vocabulary books and EAL course books, as well as materials for different activities including listening materials. In addition we have extensive exam practice papers.

List of EAL course books currently in use:

The Grammar Lab Books 1, 2 and 3 OUP
 Essential Grammar in Use Elementary CUP
 Essential Grammar in Use Intermediate CUP
 Intermediate Language Practice M Vince Macmillan
 First Certificate Language Practice M Vince Macmillan
 SRA Reading Laboratory
 Build your Vocabulary Flower/Berman

Test your Vocabulary Watcyn-Jones/Johnston
Oxford Junior English Gregory OUP
Nessy Learning Programme
News Academic (online EAL newspaper)

EAL Department and Staff

This is a very flexible department in order to take into account the wide range of educational and cultural backgrounds of our EAL pupils, the different levels and abilities, the different linguistic needs and dynamics of an international group. We strive to ensure that our lessons offer variety and challenges to encourage active learning.

There are currently three part-time teachers in the EAL Department:-

Mrs Lou Watson AIL Cert., TEFL Cert.
Mrs Caroline Bradley BA Cert., TEFL Cert.
Mr Harry de Moraville BA Hons, CELTA

This policy is reviewed annually
Reviewed September 2017 LW/CH
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