

English as an Additional Language Policy

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Version	Author	Date	Changes
3	IV	25/08/20	<ul style="list-style-type: none"> 1) Requirement to make expected progress added to section 8 2) Ref to 'working doc' removed as the EAL coordinator has completed initial training and will not serve in this role until 2021 due to maternity leave. The DHA will maintain ownership of this policy until the EAL co-ordinator returns to the role or is replaced.
4	IV	1/12/20	<ul style="list-style-type: none"> 1) Clarification of dictionary use made section 6 2) Full wording for CEFR included section 7

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1. Policy Statement

English as an additional language (EAL) provision is available to all pupils whose first language is not English. In practice many EAL pupils may not require language support, and the School's ability to help individual pupils may be limited either by available resources or by timetable constraints.

Pupils are tested using the Oxford Placement Test and undertake a spoken interview. They may also be required to take a written test and/or undergo a further verbal assessment.

The EAL Coordinator will be made aware of EAL pupils joining the School in Y7, 9 or 12 or at any other points of entry.

2. Objectives

The objectives of this policy are to enable the School to:

- advise on the linguistic levels of pupils applying to the School
- assess proficiency in English of EAL pupils new to the School and communicate this to the whole staff together with any other relevant information.
- support EAL pupils in specific areas in which they are having difficulty
- raise staff awareness of EAL issues by ongoing discussions about individual pupils, providing EAL INSET, and responding to enquiries.

3. Organisation of Teaching Groups and Lessons

Pupils are integrated into the mainstream classes when they join the School as we believe total immersion in the language environment is the most effective method of gaining fluency. In addition, EAL staff provide either one-to-one lessons or teaching in pairs or small groups as appropriate.

EAL Lessons cover pronunciation, grammar, colloquial language, idioms and vocabulary. Lessons are planned to suit the needs of the individual pupil.

Lessons take place, as far as possible, either before or after School where this is appropriate, or in study periods. On occasion and where necessary, pupils may be removed from other lessons.

Some pupils coming into Years 11/12/13 may be offered the opportunity to complete an extensive EAL programme of study including, where appropriate, an additional year in Year 12. These will be devised with the individual pupil in mind.

Because the majority of EAL students are boarders, a large number of EAL lessons can be taught outside of normal School hours. However, this may be less likely for Sixth Form pupils and will depend on their individual timetables and requirements.

4. Accommodation

J10 is the main teaching classroom for EAL lessons conducted during the working day although, where more than one EAL sessions take place at the same time, other suitable rooms, including the Library, will be used.

5. Resources

Specialist course books, workbooks and CDs are used together with online resources. Tutors may also plan and prepare their own content, which will be of a suitable level for the pupils concerned.

Where possible pupils will also be offered the opportunity to practise their English skills in the Extended Day programme. This may include a workshop open to EAL pupils in addition to the wider School.

EAL pupils who are boarders are expected to attend a minimum of three Extended Day sessions.

6. Examination Allowance

Pupils who have been in the UK for less than three years who have no prior knowledge of English and who regularly use a bilingual dictionary to translate *in lessons*, are entitled to 10% extra time for certain examinations providing access arrangements are in place and the need to use a dictionary has been sufficiently evidenced by either the EAL Coordinator or SENCo.

The Examinations Office keeps details of examinations and the conditions under which extra time may be used. Extra time must not be awarded to a candidate using a bilingual translation dictionary *in an exam* in order to compensate for difficulties in reading and writing in English.

The exam allowance must be checked with the Examinations Officer before each exam session as the regulations are subject to change.

7. EAL Examination and Assessment

EAL students will be tested on application, and further regular baseline tests will be conducted in September and in the summer to assess progress. Additional tests may also be carried out as necessary.

The test used for this purpose is called the Oxford Online Placement Test, which assesses and ranks students on the Common European Framework of Reference (CEFR) scale.

Occasionally, where it is felt to be appropriate, pupils may be offered the opportunity to sit a GCSE in English as an Additional Language.

IELTS (International English Language Testing System) is the exam most relevant to our Year 12/13 pupils. This is run by Cambridge ESOL Examinations and the British Council. It is widely recognised by British universities as an alternative to English GCSE for pupils whose first language is not English. Most universities ask for a Level 7 although pupils are expected to check this with their university of choice and for their intended programme of study.

The TOEFL test (Test of English as a Foreign Language) is available to Luckley House pupils. It is an alternative to IELTS and is sometimes chosen by pupils who want to go to university in Hong Kong.

British universities also accept the Cambridge Exams:

CAE – Certificate in Advanced English

CPE – Certificate of Proficiency in English

8. Expectations

In order to be accepted into the School we expect pupils to attain the following levels:

Year 7	A2
Year 8	A2
Year 9	B1
Year 10	B1
Year 11	B2
Year 12	B2 / IELTS 5.5

Pupils in Years 7-11 will be expected to move up the appropriate levels each year by accessing the recommended number of EAL lessons starting at an hour a week. If pupils are not making the necessary progress parents will be asked to sanction more EAL lessons until the required progress is made.

Pupils in Years 12 and 13 will need to aim towards the level required by their university and course of choice. This varies widely, but level 7.5 is usually the upper end of the required levels.

9. Charges

EAL lessons will take place only with the written consent of parents/guardians who will be advised of the recommended number of lessons a fortnight for their child and charged accordingly.

Where materials are purchased for the sole use of an EAL pupil (eg: they have been provided with their own textbook which they have been permitted to annotate) the costs of these materials will be added to the end of term invoice. A permission slip for such purchases will be issued to parents/guardians.

Pupils and parents, where appropriate, will be provided with a list of methods that can be employed to increase the rate of progress through these grades. These methods include speaking English in boarding, visiting the homes of English-speaking friends, watching films or reading books in English, attending English language courses during the holidays etc.

Pupils are expected to advise their EAL teacher and the EAL Coordinator of any known clashes with EAL lessons in advance and no later than the day preceding the lesson (e.g. if they are due to play in a sporting fixture). The EAL teacher will make a reasonable attempt to locate any pupils who fail to attend EAL lessons without notification, but pupils will be charged for lessons they do not attend unless a good enough reason is supplied.

Parents will be provided with an EAL report at the end of each term, which will include the record of attendance and progress.

10. Staff Development

Staff attend regular EAL Cluster Meetings for workshops and the sharing of good practice. The EAL Coordinator will attend additional suitable training when needed and where possible.

11. Review

This policy will be reviewed biannually.