

## 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"> <li>1) Requirement to make expected progress added to section 8</li> <li>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.</li> </ul>
4	IV	1/12/20	<ul style="list-style-type: none"> <li>1) Clarification of dictionary use made section 6</li> <li>2) Full wording for CEFR included section 7</li> </ul>
5.	IV	7/12/22	<ul style="list-style-type: none"> <li>1)Reference to working document reinstated section 11</li> <li>2)Expanded details of what the EAL report includes and moved to section of policy covering assessment. section 6</li> <li>3)Amendment to reflect current location of EAL classroom section 4</li> <li>4) removed reference to extended programme of study for 6<sup>th</sup> form and added reference to tailored additional support for students who are identified as in need of extra support. Section 3</li> <li>5) Amended wording of expectations of EAL students to engage with extended day programme. Section 5</li> </ul>

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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 comprehension, pronunciation, grammar, colloquial language, idioms and vocabulary. Lessons are planned to suit the needs of the individual pupil and additional tailored provision where a need is identified for an EAL student.

Lessons take place, as far as possible, with minimal disruption to academic subjects. On occasion and where necessary, pupils may be removed from other lessons.

Because the majority of EAL students are boarders, some EAL lessons may 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**

There is a designated EAL classroom for EAL lessons conducted during the working day, located on the first floor above Oak Lounge. Where more than one EAL sessions take place at the same time, or outside of the school day, 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 EAL pupils will also be encouraged to engage with the Extended Day programme particularly EAL pupils who are boarders.

## **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.**

Bilingual dictionaries are permitted in certain GCE/ GCSE examinations ONLY where there is NO assessment of English Spelling, Punctuation and Grammar, or the examination is testing English/English Language or English Literature. A full list of examinations where dictionaries are not permitted can be found in the JCQ Instructions for conducting examinations. A bilingual dictionary is permitted in MFL examinations provided it does NOT include the language being tested, or a similar language.

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. Parents will be provided with an EAL report at the end of autumn term and summer term, which will detail their progress in lessons and most recent tested level, areas to focus on and any holiday homework.

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 may also accept the below Cambridge Exams, students are expected to check with their university of choice:

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.

### **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. This is a working document and liable to alteration in line with legislation requirements/ training received by the EAL Coordinator.