

A9 EAL Policy

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students, and helping them to achieve the highest possible standards.

Contents

Introduction	1
Definition	2
Aims	2
Objectives	3
Context.....	3
Roles and Responsibilities.....	3
EAL Assessment	3
Planning, Monitoring and Evaluation	4
Appendix 1: Effective Teaching of EAL.....	5

Introduction

With approximately 20% of Purcell students hailing from overseas, EAL forms an integral part of the curriculum for students for whom English is not their first language, and is offered at no extra charge.

The programme is personally tailored and aims to equip students with all the necessary skills, not only to engage in their musical and academic studies, but also to allow them to fully integrate into the student body.

EAL is offered from Pre-intermediate to Intermediate. International students are also able to elect to take EAL at GCSE level (IGCSE in English as a Second Language), as part of their A Level programme and also to study towards IELTS for those wishing to remain in the UK for further education.

Definition

For the purpose of this document English as an Additional Language (EAL) is defined according to The Department of Education:

“A pupil’s first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child’s proficiency in English.”

This encompasses students who are fully bilingual and all those who are at different stages of learning English. Students with EAL may be born in the UK, but in a family where the main language is not solely English. Many of the EAL students at the School have been brought up as bilingual by their parents or count English as their first language whilst being fluent or semi-fluent in another family language

EAL students 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 the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English.

EAL students will need varying levels of provision.

Aims

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language.

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school.
- To implement school wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.

Whilst being clear that EAL is not an SEN (Special Educational Need) or a Learning Difficulty, the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and/or the curriculum which can lead to underachievement and isolation. Therefore, we will always endeavour to:

- Ensure EAL students have full access to the curriculum (and other School opportunities)
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential
- Provide our EAL students, particularly those who have newly arrived from overseas, with a safe, welcoming environment where they are accepted, valued and encouraged to participate

Objectives

Within the EAL Department the staff work closely with EAL students and offer support and guidance to teaching staff so that the following objectives are able to be met:

- To be able to assess the skills and needs of students with EAL and to provide appropriate provision throughout the School
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To ensure EAL students are able to apply for suitable degree courses by preparing them in the Sixth Form for the IELTS English Language examination
- To assess and monitor progress of EAL students' acquisition of English, their general achievement and attainment in public examinations.

Context

As a specialist music school The Purcell School caters for students from all over the world. A variety of first languages, other than English, are spoken by students in our School. Some children have one parent with an additional language who may or may not use it whilst communicating with the child.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion. The EAL department itself consists of two member of staff, Kinga Kozak and Martina Swift. Kinga Kozak oversees administration and day-to-day coordination of the EAL provision. EAL students are allocated lessons within their timetable to attend EAL lessons each week. For some identified EAL students, single science is also offered at GCSE with a dedicated specialist Science teacher

Responsibilities of the designated EAL teachers include:

- Identifying incoming EAL pupils
- Bringing the presence and needs of current EAL students to the attention of colleagues
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum
- Maintaining a register of EAL pupils

EAL Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each student. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form

- Information from interviews with parents/guardians
- Information from initial assessment papers
- Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.

Planning, Monitoring and Evaluation

Planning takes account of the needs of EAL learners. Interventions, where and when needed, are set and evaluated every term at student progress meetings.

<i>Policy author / reviewer:</i>	<i>Policy date / review date:</i>	<i>Next review due:</i>
T.Burns	Spring 2022	Spring 2023

Appendix 1: Effective Teaching of EAL

Teaching and learning guidance from the Bell Foundation (<https://www.bell-foundation.org.uk/>)

The context for EAL pedagogy

Learners with EAL have a dual task at school: to learn English (language) and to learn through English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context. These relationships can be seen in the graphic. Specific teaching strategies and resources are therefore necessary to make the language of the curriculum accessible to learners who use EAL.

Rationale for EAL pedagogy

EAL pedagogy is underpinned by the following principles:

- Bilingualism and multilingualism are an asset – the ability to use more than one language is a valuable skill that learners who use EAL bring with them, regardless of whether they are New to English or not. Learners actively use the languages they already know to learn English.
- Cognitive challenge should be kept appropriately high – high expectations around cognitive challenge should be maintained. Access to the curriculum is needed, but this does not imply the “dumbing down” of the content. For example, a learner from Greece might be highly skilled at Maths but using English as the language of instruction might be preventing them from engaging fully in the Maths lessons in England.
- Learners’ proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018)

Underlying teaching principles

Given the principles underpinning EAL pedagogy, effective practice for learners using EAL is likely to include:

- **Activating prior learning** - Activities that enable learners to activate their prior knowledge of the topic of the lesson facilitate greater understanding and engagement. Example strategies include taking advantage of the learner’s first language and finding out what the learner knows through questioning.
- **Providing a rich context** - EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. The use of images and graphic organisers (e.g. diagrams, grids, charts, timelines) are very useful for this purpose.
- **Making the English language explicit in the classroom** - Within the context of the curriculum, learners with EAL can be encouraged to notice the language used and understand how it is used. This implies pointing out key forms and structures that allow pupils to meet the language demands of the tasks. Strategies include providing oral and written models and scaffolding speaking and writing through speaking and writing frames.
- **Developing learners’ independence** - The independence of learners who use EAL can be fostered by developing their organisational, thinking and social skills (for instance, working co-operatively with others, taking turns and asking for help). In terms of organisational and thinking skills, teachers can provide learners with opportunities to model and extend what has been taught and support them in developing note taking and summary-writing skills. Social and cultural norms in the classroom will need to be made

explicit to the learners. Pupils might be used to different rules and codes of behaviour in school in other countries; for instance, in Japan it is inappropriate to look a teacher in the eye whilst many teachers will expect it in an English school. Teachers can convey information about school social skills by translating simple lists or presenting them pictorially for the learners. Providing a new arrival learner with a buddy speaking the same language, who can explain these different cultural school norms, is another way of doing so.

- **Supporting learners with EAL to extend their vocabulary** - EAL learners at all levels need to be given opportunities to grow their English vocabulary range. This could be done by taking advantage of their first language(s) through translation, the use of flashcards and images. It is important to remember to develop the learner's academic language skills, for instance by focusing on the differences between formal and informal vocabulary.