



# Byron College

## EAL Policy (English as an Additional Language)

**Issued:** September 2017

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**Distribution:** To all teaching & support staff

### Introduction

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through gradual immersion in the curriculum and the broader life of the school with EAL support. Throughout this policy, and in other related policies and documents, these pupils are referred to as “E.A.L. pupils.”

### Aims

- To be proactive in removing barriers that stand in the way of our E.A.L. pupils' learning and success.
- To meet our responsibilities to our E.A.L. pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide our E.A.L. pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### Objectives – School

- To ensure that all our E.A.L. pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our E.A.L. pupils attain curriculum levels and public examination grades appropriate to their abilities.
- To seek and make use of appropriate advice, guidance, support and training.
- To monitor the progress of our E.A.L. pupils' acquisition of English, of their general achievement and of their attainment in public examinations/end of Key Stage assessments.

## **Objectives – Pupils**

- To give E.A.L. pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give E.A.L. pupils the knowledge and skills to use English to understand and produce written texts.
- To give E.A.L. pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

## **Underlying Principles**

Our E.A.L. pupils are entitled to opportunities for educational success that are equal to those of our English-speaking pupils. E.A.L. pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.

Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by E.A.L. pupils. Additional support in class and some small group literacy teaching is offered by the EAL team. Pupils are not withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level.

The multilingualism of our E.A.L. pupils enriches our school and our community. To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.

Having a home language other than English is not a “learning difficulty”. E.A.L. pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.

## **Roles and Responsibilities**

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our E.A.L. pupils’ learning and success.

The E.A.L. Co-ordinator is the member of staff responsible for co-coordinating, monitoring and maintaining an overview of this aspect of our school’s work.

Responsibilities include:

- Being informed by Heads of School and/or staff of the identification of any E.A.L. pupils.
- Bringing the presence and needs of current E.A.L. pupils to the attention of colleagues.
- Responding to requests for information about E.A.L. pupils.
- Ensuring that E.A.L. pupils are gently integrated into mainstream classes and have full access to the curriculum.

- Maintaining an E.A.L. register.
- Keeping abreast of the latest information in the EAL field, eg. through professional learning opportunities and sharing this with staff as appropriate.
- Working with the Leadership team to analyse school data related to EAL learners and its implications for whole school provision.

### **Admitting New Pupils**

We follow the school's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in Athens
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in school
- Pupil's educational background

We attempt to contact previous schools / examine reports for information on child's performance and achievements. Parents/carers and pupils are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

### **Placement in Teaching Groups/Classes**

We recognise that E.A.L. pupils, who may be new to English and to an international school environment, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and adhere to it unless we discover the pupil is seriously misplaced.

E.A.L. pupils:

- Have access to the whole curriculum (Total beginners are offered intensive English and attend non-language based subjects normally during the first and second terms)
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models

- Are supported, where appropriate, by a Teaching Assistant in the classroom to be able to complete tasks with understanding.
- Are placed in as high a set as possible i.e. with their intellectual/academic equals.
- Are not automatically placed with Learning Support pupils
- Are not subjected to standardised reading tests in order to place them in teaching groups.

### **Teaching and Learning**

We will:

- Plan for and provide appropriate stimuli for language development.
- Encourage E.A.L. pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for E.A.L. pupils.
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our E.A.L. pupils are familiar with.
- Plan for and provide specific time for pupils with E.A.L. needs.
- Be aware that an E.A.L. pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for E.A.L. pupils. E.g. writing frames.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promote language and study skills and attitudes that enable E.A.L. pupils to become independent learners.