



English as an Additional Language (EAL) Policy

School Division: Whole School

Policy Division: Curriculum

Policy Owner: Head of EAL/Assistant Head (International)

Date: June 2021

1.1 This policy informs practice in the Senior School, Boarding Houses and Preparatory School.

2-Rationale and Stakeholders

It is the policy of the English as an Additional Language (EAL) Department to address and meet the needs of EAL students of different nationalities, abilities and levels of proficiency in English, both in subject lessons and in EAL lessons.

2.2 In Years 7 and 8 some international students follow EAL classes instead of a range of subjects that their level of English does not allow them to access successfully. Their EAL allocation is highly personalised depending on their needs and regularly reviewed to adjust the EAL allocation in light of their ability to access the rest of the curriculum. The basic EAL programme is run in parallel with the English curriculum to match the CSS model.

2.3 In Years 9 to 11, students follow EAL lessons instead of English Language 1 classes. The decision as to whether students follow our EAL course is based on their interview with the Assistant Head (international) when they join the School and careful consideration of previous school reports. It is a decision that is then reviewed when required, with the cooperation of the EAL staff. It is customary for students to study EAL for all three consecutive years, as joining the English GCSE course in Y11 would in fact affect their chances of success.

The EAL course is loosely based on the IELTS accreditation. An initial baseline test compared to final performance allows for identification of value added. A formal Academic IELTS test at the end of the academic year formalises the progress made.

2.4 In Y12 and Y13 students follow EAL lessons mostly to reach the required university entry level. Some study EAL until the end of their two year cycle, others stop EAL classes once they have reached the required score, with the approval of the Assistant Head (International).

2.5 A few international students use the IELTS accreditation as an alternative to English GCSE for university admission when their GCSE is not available. They follow an abridged version of the EAL course in Y12 or Y13.

2.6 Since Brexit, the UK Visa body now requires that all non-UK students applying for university take an IELTS accreditation as part of the UCAS process, even if English is their first language. With that in mind, we are now offering a light touch one-term co-curricular programme to prepare those students for the specific techniques required in the IELTS test.

3. Methodology

To achieve this aim, the EAL Department will:

- 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
- Assist students in acquiring the specific English language required to succeed in their respective curriculum subjects
- Assess the linguistic skills and needs of students with EAL to inform a differentiated delivery of EAL lessons
- Put in place rigorous assessment systems to monitor linguistic progress and identify specific targets for improvement
- Report students' progress in line with IELTS criteria
- Enable the external accreditation of students through IELTS tests
- Enrich the EAL students' appreciation of British culture
- Welcome and value the cultural and linguistic experiences of all EAL students
- Appreciate and meet the varying learning styles students bring to the EAL classroom
- Offer practical strategies and proven techniques for teaching EAL students in other departments, thus providing ways both to support the learning and to raise the achievement of EAL students
- Advise teachers on subject specific guidance for teaching EAL students.
- Encourage awareness of how students with limited English feel in the classroom
- Recognise how EAL students with little English can demonstrate understanding
- Identify barriers to learning specific to EAL students as opposed to Learning Difficulties and Disabilities (LDD) to enable teachers to differentiate appropriately
- Ensure compliance with legislation in teaching of EAL students
- Support Assistant Head (International) with successful integration of EAL students in the day-to-day life of the school.

4-Principles of an EAL friendly Lesson

- Key words presented with learning objectives
- Wording of learning objectives making them easier to understand

- Learning objectives typed
- Key visuals, diagrams, plans and maps used to illustrate vocabulary and/or concepts
- Group or pair work used with feasible roles for EAL pupils
- Teacher controlling seating arrangement
- Resources for EAL students enlarged, as appropriate
- Typed questions and statements available for EAL students to use to support them with speaking
- Learning and understanding regularly checked during the lesson
- All students contributing to the lesson
- Learning support assistant with a full role planned in advance
- Writing activities supported by scaffolding
- Insights which could only be provided by EAL students elicited
- Homework instructions typed and handed out, or written on the whiteboard
- Conclusion of the lesson pulling all the learning points together giving a last opportunity to check progress, involving all students.

5 Policy Owner

- 1.1. The policy owner is the Assistant Head (International) and the Head of Senior School EAL.

Issue Date

- 1.2. Issue date: June 2021.

Review Date

- 1.3. This policy will be reviewed biennially. The next review is due in June 2023.