



ST BEES SCHOOL

WHERE WEST MEETS EAST

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY 2021 - 2022

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Review by: Assistant Head & Deputy Head



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## INTRODUCTION

This policy details our arrangements to recognise and meet the needs of students who are learning English as an additional language (EAL), i.e. students who have a first language other than English and who are in the process of learning to use English as an additional language through immersion in the school curriculum and the broader life of the school.

The school is committed to making appropriate provision of teaching and resources for students for whom English is an additional language.

The school will identify the needs of individual students at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the curriculum.

## CONTEXT

Our EAL students have a range of countries of origin. They also have a range of mother tongues. The following list details those represented in recent years:

- Our EAL students are sometimes from families who settled in the UK some time ago or recently for the purpose of work, some of whom may only be here for a set period of time or they have come here to board and to study in England with a view to entering a British university.
- Our students generally arrive in St Bees School having had some years of English language instruction and are advanced learners, or they may be boarders who have learned some English.
- Our EAL students generally arrive in the school with well-developed literacy skills in their home language and supportive parents who, while wishing their children to maintain their first language, wish even more that their child be proficient in English and do well academically. This can lead to some children not progressing in their mother tongue.
- The majority of students are conscientious and hardworking and they respond well to St Bees' purposeful and positive aims, achieving good grades in their public examinations. The school's overall ethos helps students feel valued members of the school community to thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness; the school are extremely proud of them and their successes.



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## AIMS

### Equality

To be proactive in removing barriers that stand in the way of our EAL students' learning and success.

### Diversity

To meet responsibilities to our EAL students by ensuring their equal access to the school's curriculum (and other educational opportunities) and the achievement of their educational potential.

### Belonging and Cohesion

To provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

## OBJECTIVES

### School

- To ensure that all our EAL students participate in the life of the School, and gain access to appropriately planned and prepared mainstream curriculum provision.
- To ensure that our EAL students attain National Curriculum levels and public examination grades appropriate to their abilities.
- To seek, and make use of, appropriate advice, guidance, support and training.
- To assess and monitor the progress of our EAL students' acquisition of English, of their general achievement, of their attainment in public examinations/end of key stage assessments.

### Students

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



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## UNDERLYING PRINCIPLES

Our EAL students are entitled to opportunities for educational success that are equal to those of our English speaking students.

EAL students 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 subject lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL students.

The multilingualism and multiculturalism of our EAL students enriches our school and our community.

To become fully competent in the use of curriculum/academic English is a long process; students require long-term support.

Having a first language other than English is not a "learning difficulty". EAL students are not placed on LD registers or taught in LD groups unless they have LD needs.

## ROLES AND RESPONSIBILITIES

### Within our School

There is a collective responsibility, held by all staff and the Board, to identify and remove barriers that stand in the way of our EAL students' learning and success.

The Deputy Head is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our School's work.

The admissions team are responsible for identifying EAL students in order to compile an EAL register.

The Deputy Head delegates to the Lead EAL teacher responsibility for responding to requests for information about EAL students; for bringing the presence and needs of EAL students to the attention of colleagues and responding to information and needs highlighted by other members of staff.

The Deputy Head, delegated to individual Tutors, is responsible for ensuring that EAL students are integrated into mainstream classes, have full access to the curriculum and are fully supported by the school systems.



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## Admitting new students

We follow the School's normal admissions procedures and also collect and record the following additional information:

- Country of origin;
- Date of arrival in UK;
- Student's first language;
- Other languages spoken at home/by student;
- Student's level of literacy in these languages;
- Links with students already in school;
- Student's educational background;
  - names, addresses and contact details of previous schools;
  - number of years in school;
  - subjects studied and languages used as medium of instruction;
  - any breaks in education;
  - any reports or certificates;
- Parents/guardians and students who are able to visit are taken on a tour of the school and introduced to key personnel, if possible by a student with the same mother tongue;
- Parents/guardians and students 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 students appropriately;
- Any other relevant information.

## TEACHING AND LEARNING

The school and its staff will:

- Plan for and provide appropriate stimuli for language development;
- Encourage EAL students to use English by generating opportunities for active participation in lessons;
- Assign specific roles in group activities to ensure active participation by EAL students;
- Encourage EAL students to develop communication strategies such as asking for clarification;
- Consider our own language use and provide suitable contextual clues for EAL students;
- Be aware that our school culture and environment (e.g. teaching, learning, procedures, routines and practices) may differ from the school culture with that which our EAL students are familiar;
- Plan for and provide specific time for students with EAL needs;
- Be aware that an EAL student's social language (normally acquired in around two years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels);
- Allow EAL students to use first language when it will be beneficial to their learning;



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- Teach topic/subject-relevant vocabulary, structures etc. 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 EAL students 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 EAL students to become independent learners;
- Encourage parent/guardian participation in EAL students' learning;
- Constantly review and build our knowledge of and support of EAL students;
- Liaise closely and share information with EAL staff with a view to providing the best support possible;
- Ensure displays and resources reflect linguistic and cultural diversity;
- Monitor resources for reading and writing for cultural accessibility;
- Use a range of resources to support students' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, recorded materials, computer software, podcasts, etc.

## Placement in Teaching Groups/Classes for EAL students

The school will ensure that EAL students:

- have access to the whole curriculum as appropriate to language level;
- are taught with their peers;
- are placed in groups with fluent English speakers who will provide them with good language models;
- are placed in as high a group as possible i.e. with their intellectual/academic equals;
- are not automatically placed with LD students.

## EAL Assessment, Record Keeping, and Information Transfer

- Initial assessment of an EAL student's level of English acquisition is carried out via an English test which is marked and evaluated by the lead EAL teacher. On arrival at the school the student's English level will be assessed again by the lead EAL teacher to ascertain appropriate support;
- The school will regularly reassess EAL students' levels of English and make a record of that assessment;
- The school produces, in conjunction with each student, an EAL passport which acts as an individualised plan to support them with their EAL needs.



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- This EAL passport will be updated, as necessary, for each EAL student as and when they advance in their learning and will follow them through their school career.
- Once the initial EAL passport is written, responsibility for updating the passport sits with the student's tutor

Student EAL records are kept in the Admin Offices. These records are maintained by the Office Manager.

EAL records contain:

- Initial EAL assessment report;
- Regular EAL reassessments;
- Public examination or international examination results;
- EAL passports
- Support provision made for the student.

## Home School Links/Use of Community Languages

The school acts proactively to remove barriers to accessing school information and events. Older bilingual students and members of our school and local community are used as translators and befrienders where possible. Information is clearly and simply written, and for overseas parents is transmitted via a bilingual agent. The school's offices and teachers are committed to meeting local parents and guardians as requested.

EAL students are given opportunities, whenever possible, to enter for IGCSE examination in their first languages and as far as is possible, tuition is available to assist them in this.

The range of languages in use in the school and local community is reflected and celebrated around the school.