

NORTH CESTRIAN GRAMMAR SCHOOL

Policy for English as an Additional Language (EAL)

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this may present an additional challenge. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and promoting international awareness.

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

NCGS Context

EAL pupils come from a variety of backgrounds. At NCGS the majority will have parents who have been relocated for business reasons and although they may already have an international outlook their experience of English may be limited. Others from local communities may not use English at home and it is important not to overlook their needs as they may appear confident in the use of English.

Before a pupil with EAL joins the school information is gathered about their:

- linguistic background and competence in other languages
- previous education experience
- family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is the Deputy Headmaster.

EAL provision is available in principle to all pupils whose first language is not English. In practice many EAL pupils will neither need, nor want, language support.

EAL Support

Subject to the above we aim to:

- Assess proficiency in English of all incoming EAL pupils and communicate this to whole staff, together with any other relevant information.
- Support EAL pupils in specific subjects they are having difficulty with.
- Support EAL pupils with more general study skills including recognition of key vocabulary, understanding of instructions and producing acceptable academic writing in the context of specific subjects.
- Provide individual support in language acquisition and literacy for those who need additional help but who have sufficient basic skills to access teaching and the curriculum.
- Liaise with specialist EAL tutors for in-school or out of hours tuition
- Consider the provision of a personalised timetable allowing time to master basic language skills at Berlitz, Manchester.
- Prepare for Sixth Form options on the University of Bolton International Foundation course in either Business or Engineering in conjunction with Berlitz Manchester.
- Raise staff awareness of EAL issues through ongoing discussions about individual pupils and responding to inquiries.

Key Principles of Additional Language Acquisition

- EAL pupils are entitled to the standard school curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit. The language demands of learning tasks need to be identified and included in planning.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment

- Targets for EAL pupils should be appropriate, challenging and reviewed on a regular basis and planning will incorporate both curriculum and EAL specific objectives
- We consider the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
- School and departmental policies on assessment, marking and correction are followed wherever possible. However there will be concessions designed to build confidence and focus on overall improvement.

- It must be remembered that differences in content and organisation of work as well as range and accuracy of language will be a feature of the work of EAL students.
- The aim of assessment is to identify strengths and weaknesses and give specific advice on how to improve future work.
- Special arrangements may be made to allow EAL students to access school exams and marking criteria will reflect this.
- Staff regularly observe, assess and record information about pupils' developing use of language.

Teaching Strategies

- This will necessarily be flexible, to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, linguistic needs, and the different dynamics of class, small group and individual teaching.
- Lessons contain pace, variety and challenge to encourage active learning by our pupils and ensure they are appropriately differentiated.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Enhanced opportunities are provided for speaking and listening where appropriate use is made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

Resources

- North Cestrian provides appropriate materials such as dictionaries and key word lists. Specialised EAL texts can be obtained to assist learning. There is access to dual language provision over the internet and other practical props can also give crucial support.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.