



PRAEESTAT OPES SAPIENTIA

HAMPTON SCHOOL

Policy on Teaching Pupils with English as an Additional Language (EAL)

Definition

This policy is concerned with bilingual learners who have a home language (defined as the first language spoken at home) other than English and who are in the process of learning to use English as an additional language for educational purposes. Pupils identified as having English as an Additional Language (EAL) remain on the EAL register throughout their time at Hampton School (the School).

Rationale

The School is committed to making appropriate provision for the teaching and learning and the overall well-being/pastoral care of pupils for whom English is an additional language. The School will identify individual pupils' needs, recognise the skills they bring to the School and ensure equality of access to the curriculum and co-curricular activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL pupils. Having a home language other than English is not considered to be a learning difficulty, but the School recognises that a child who has EAL may also have Special Educational Needs and Disabilities (SEND) and have an Education Health Care plan (EHC). Lack of English does not equate to a lack of knowledge, skills or understanding.

Admissions Policy

EAL applicants are subject to the same admissions procedures as other applicants. Boys take an examination for entrance at 11+ or 13+. EAL applicants sit all three entrance examination papers: English, Verbal Reasoning and Mathematics. Those with EAL needs identified on the application form or via their current school may be made known to the School in advance, particularly in relation to their performance in the English paper. During the course of marking, EAL-specific issues that undermine performance are taken into consideration. Borderline interviews may also be given to boys in this category. EAL applicants for entrance in Fourth Year and the Lower Sixth undergo special English tests and interviews. Access Arrangements, such as allowing the use of a bi-lingual dictionary, are made. This policy supports the school in meeting its duties under the Equality Act 2010.

Aims:

We aim to raise the achievement of all of our pupils, and are committed to ensure that pupils who have English as an additional language will:

- use English confidently and competently
- use English as a means of learning across the curriculum
- build on knowledge that they already have of other languages and cultures
- be able to access external assessments (i. e. GCSEs/AS/A2 Levels/Pre U)

Date updated	November 2018	Date ratified by Governors	December 2018
Date for next review	November 2019	Reason for review	Annual Review

Our aims will be achieved by:

- providing a welcoming ethos at the School and a safe classroom environment
- informing teaching staff when a new pupil arrives, sharing feedback from an initial assessment and advising that they are on the EAL register
- making Staff aware of the boy's needs through SIMS
- recognising the importance of the role of parents and the need to communicate with parents in their home language where appropriate and possible
- valuing the home language by providing a range of notices, posters, labels and dual language texts in the home language where appropriate
- providing appropriate cultural resources where possible and celebrating language and cultural differences
- ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- differentiation in the planning of lessons
- making staff aware that:
 - i. although pupils become conversationally fluent in two years, it may take several more years for them to become fluent writers.
 - ii. EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers.
- providing relevant procedures in baseline assessment and placement on EAL Stages 1 – 4 (See Appendix 1: EAL Stages and Support Strategies for Developing Bilinguals and Appendix 2: Assessment Procedure and Graded Response System).
- measuring/monitoring the acquisition of English as an additional language via:
 - i. entrance examination results and information provided by the feeder school
 - ii. EAL Assessment on entry to the School and yearly progress tests
 - iii. standard whole-school baseline testing (MidYIS, ALIS); baseline ability tests and accompanying literacy tests in First, Third and Lower Sixth Years); GCSE, AS and A2 level results
- monitoring EAL pupils (See Appendix 2 Assessment Procedure and Graded Response System)
- monitoring progress of EAL pupils in a structured system in conjunction with the Head of Learning Support, Head of English, relevant Head of Year and Form Tutor. Providing additional learning support for EAL outside of normal lesson times where appropriate
- providing access to statutory assessments making full use of special/access arrangements e.g. such as the use of a bilingual dictionary
- providing appropriate funding for resources and training of staff
- attending to the overall welfare and well-being of pupils on the EAL register, and liaising with the School's pastoral staff in the event of concerns arising.

Related Policies:

- i. SEND and EHC Policy
- ii. Admissions Policy
- iii. Safeguarding/Child Protection Policy
- iv. Pastoral Handbook

Appendices

1. EAL Stages and Support Strategies for Developing Bilinguals.
2. Assessment Procedure and Graded Response System.
3. QCA EAL Descriptors for National Curriculum English Level 2

Appendix 1

EAL Stages and Support Strategies for Developing Bilinguals

Note: Subject Teachers should consult with the Learning Support Department if they need assistance with implementing the strategies suggested below.

Stage 1 –Beginners/Post-Beginners

Beginners of English often go through what is called a ‘silent period’. At this stage, they are lacking in confidence and do not produce much English, but they are absorbing and learning all the time. This period can last up to 6 months. Tasks will need to be differentiated so that their understanding can be assessed rather than their level of English.

Strategies

- Pupils must be included in lessons and activities as much as possible.
- They must be given the opportunity to be active listeners and to follow examples from peers.
- Provide annotated diagrams.
- Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e. g. diagrams, pictures, objects, DVDs etc.).
- Write homework instructions on the board and at the same time give them verbally.
- To measure understanding, allow them to choose an answer or write a single word down.
- Suggest pupils draft ideas and plans in their home language.
- Encourage the use of an indexed glossary book where key words and phrases can be entered – with an example of use in context where appropriate.

Stage 2

Pupils at this stage are confident speakers of English, although they may make grammatical mistakes, especially in unfamiliar contexts. It is possible that they will not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. In reading, they will be able to decode reasonably well and will be beginning to acquire writing skills.

Strategies

Whilst there is an expectation that pupils will not enter the School at Stage 1, some of the strategies described may also be relevant to Stage 2.

- Pupils may need support with reading and fully understanding a text – provide word lists, summaries, abridged versions, listening books.
- Use plenty of visuals: charts, diagrams, semantic webs, DVDs, etc.
- Use writing frames to help with structure of writing tasks supported with key subject vocabulary, especially in subjects that use complex language and ideas such as Geography, Classics, RS, etc.
- Provide tables/flow charts/timelines on which the pupil can record information in an organised form.
- When asking questions, enough time should be allowed for the pupil to choose the right linguistic structures to express themselves before returning to him once he has had the chance to construct and practise the answer. Teachers should discreetly rephrase grammatical errors as part of their response.

- Encourage pupils to model language by repeating instructions for a partner to follow – particularly in Science investigations.
- Always provide written/simplified instructions in addition to verbal instructions.
- Encourage pupils to start to plan and draft their ideas in English.
 - Continue the use of an indexed glossary book in which key subject words and phrases can be entered.
 - Provide suitable exemplars.

Stage 3

At this stage, pupils will appear to be native English speakers on the surface. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Reading/decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently with ease. Pupils will need support to read for deeper/underlying meaning and to understand texts in which grammatical structures are particularly complex. There may be a significant difference between a pupil's oral performance in class and their written work. Often, written work will be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features.

Strategies

- Highlight, read and discuss areas of text that have difficult grammatical structures, deeper meaning.
- Use a 'buddy' with good language ability to discuss the text.
- Use plenty of visual material – charts, diagrams, semantic webs, DVDs.
- Provide listening books to follow English Literature Texts.
- Use more sophisticated writing frames to support written work.
- Give a list of the technical vocabulary and specific language features required for any specific topic.
- Provide an exemplar as a written model.
- Encourage the use of computers for written work to make redrafting/correcting work easier, especially at Key Stage 4 and above.
- Ask the pupil to read and highlight key points in text for note making.

Stage 4

Stage 4 pupils are very confident speakers, readers and writers of English and for the most part, no longer need EAL support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and sayings (also known as 'nuances', e. g. "pull your socks up!") and may not understand cultural references. In addition, there may be some residual issues with writing.

Strategies

- Develop awareness of inference and nuances.
- Refer to and discuss cultural references.

Appendix 2

Assessment Procedure and Graded Response System

- On entry to the School, it is expected that EAL boys will have met English National Curriculum.
- Level 2 descriptors (see Appendix 3).
- Pupils who have been identified during the School's admission procedures as requiring EAL support will be assessed upon entry by the Head of Learning Support in conjunction with the Head of English. This assessment will measure reading/comprehension, spoken, and written English. This assessment is in addition to the normal assessment procedures that take place for new entrants. It is administered by the Learning Support Department and marked by the English Department.
- As a result of this assessment, boys will be placed on the relevant EAL Stage 1 to 4 (see Appendix 1 - EAL Stages and Support Strategies for Developing Bilinguals). Targets and strategies are set by the Learning Support Department in conjunction with the English Department in order to meet the differentiation needs of the boy in the classroom - this is called the 'EAL Programme'.
- Progress towards established targets is measured formally at the end of every half term by subject teachers.
- A 'Teacher Questionnaire' is issued to a pupil's teachers on a termly basis to acquire additional information.
- The Learning Support Department is responsible for monitoring, evaluating and resetting targets on the EAL Programmes in conjunction with the English Department.
- If insufficient progress is being made, boys are offered tuition with a suitably qualified teacher. First to Third Year boys are withdrawn from the normal academic timetable on a rotational timetable basis; Fourth and Fifth Year boys attend at lunchtime; Sixth Form boys attend in lessons during one of their private study periods.
- Once a suitable standard of English has been met through withdrawal lessons (i.e. having been withdrawn from the normal academic timetable on a rotational timetable basis), a boy may/may not continue with a differentiated programme in the classroom (EAL Programme) depending upon on the circumstances.
- Progress is monitored and the expectation is that boys will be assessed at the beginning of First Year/Second Year, Third Year/Fourth or Fifth Year, Lower Sixth/Upper Sixth.

Appendix 3

QCA EAL Descriptors for National Curriculum English Level 2

The Department for Education (DfE) defines 'first language' as the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages:

- Vocabulary – rapidly developing vocabulary; able to select vocabulary to express a range of feelings, to describe activities, etc. but sometimes struggles to find the right word.
- Instructions/Input - can follow teacher input, stories and sequences and instructions but occasionally misunderstands uncommon words, nuances, more formal English, some colloquialism, puns, etc.
- Structures (complex sentences) - can use subordinate clauses (who, which, that, etc.) and a number of tenses but a smaller amount than can be expected for the age.
- Communication - can communicate with ease, but will occasionally misunderstand others.
- Stories - can re-tell story although may use simpler vocabulary than original.
- Reading - can read simple texts accurately and with understanding; expresses ideas about major events or ideas in stories, poems and non-fiction.
- Writing - can produce independently different types of writing, but with some errors, omissions and limitations being seen. Writing communicates meaning, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences.