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# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL): PROCEDURE

**This procedure should be read in conjunction with the formal statement of BCS EAL policy in the *Learning Difficulties and/or Disabilities* document.**

## 1: BACKGROUND TO THE EAL PROGRAMME

Bournemouth Collegiate School is committed to providing teaching and resources for pupils for whom English is an additional language. The school ethos of "The best in everyone" and its Equality and Diversity Policy both demand that provision be made for pupils from ethnic backgrounds who might otherwise underachieve. The school will implement its commitment by identifying each pupil's language and support needs, welcoming the diverse aptitudes that they bring to school and ensuring equality of access to the curriculum and extra-curricular activities. At the same time, BCS acknowledges the right of children to communicate in their home language, and welcomes the diversity of the languages and cultures that these pupils bring to the school. The EAL programme seeks to develop an equality of fluency in English between children for whom English is their home language and those for whom English is just one of their languages spoken.

A pupil's language skills and their ability to apply these skills to their learning will vary in a number of ways:

- Some pupils are born in the UK but speak little English
- Some pupils enter the school with little skill in English but have normal literacy in their first language
- Some pupils enter the school with little skill in English and limited literacy skills in their first language
- Language skills will vary with the age at which pupils entered education
- Language skill (in English or another language) will vary with home and community language expectations

The importance of providing EAL support within the overall framework of the school's Equality and Diversity agenda cannot be over-estimated. Such support will have far-reaching implications since pupils will use English in a wide range of contexts including:

- To access teaching and learning across the curriculum, and thus maximise self-esteem
- To be able to draw on the skills and content of their previous learning
- To explore ideas, express meaning and negotiate or promote viewpoints
- To understand the rules, procedures, systems and tasks through which the school operates
- To communicate socially and thus lay the foundation for mutual understanding and respect
- To construct and sustain meaningful social relationships
- To underpin roles of authority within the school

It is important that the EAL agenda should be regarded as a whole-school issue whereby every member of staff is engaged in active EAL promotion. It is also vital that EAL provision should be demonstrably separate from SEN provision, since many EAL pupils will be academic achievers in the normal range or, indeed, may require Gifted and Talented opportunities alongside their language support. However, some EAL pupils will need SEN support, in which case their EAL provision should aim to allow them equal access to SEN provision.

## 2: AIMS OF THE EAL PROGRAMME

- To support the educational needs and develop the English language aspirations of pupils for whom English is not their first language
- To assess pupils' English language ability when or before they enter the school as a basis for developing a personalised EAL programme

- To monitor their progress as they move through the school in order to adjust support as required
- To support these pupils as they develop their reading, writing and listening and speaking skills in English
- To provide full access to the curriculum for pupils for whom English is not their first language
- To support pupils in gaining a qualification in English as an Additional Language if appropriate
- To support these pupils in achieving their aspirations for Higher Education or employment

### 3: ASSESSMENT OF PUPILS' LANGUAGE SUPPORT NEEDS

BCS assesses the pupil's language level both before they enter the school and immediately after. With overseas entrants, success in a formal English language test (an internationally-accredited test such as First Certificate, IELTS or HKCEE) will usually be a part of the admissions procedure. In most cases the pupil will enter normal curriculum provision immediately, but with the support of an EAL programme alongside. In other cases, EAL support before entry or admission to the 3-year A-level programme for EAL students may be a better option. The results of the EAL test are made known to all subject teachers so that they can adjust their teaching accordingly. Pupils will subsequently be monitored for language proficiency, and the EAL will be customised to their developing needs.

### 4: PRINCIPLES OF EAL SUPPORT

Although BCS welcomes a diversity of language and culture in the school, it recognises that the rapid development of English language skills is fundamental to the pupil's progress through the curriculum, their participation in extra-curricular activities and their social and personal development. The principles upon which BCS bases its EAL programme are:

- The recognition that language will develop most effectively when applied to purposeful contexts across the curriculum
- The stipulation that effective use of language should be regarded as a part of the teaching and learning of every subject
- Teachers should give formal consideration to EAL requirements when planning the curriculum and when assigning tasks within an individual lesson
- Teachers should give specific consideration to the challenge of sharing the meaning of words and ideas with pupils who have EAL needs, and should proactively adopt suitable strategies
- The school will separate the support provided to EAL and Special Educational Needs pupils and clearly recognise that EAL pupils will often have high academic abilities

### 5: STRATEGIES FOR IMPLEMENTING THE EAL AGENDA

There are strong links between the approach adopted in the EAL programme and that used for the more general Literacy initiative, and many of the teaching and learning devices developed to support Literacy can also be applied to EAL in the classroom and beyond (see the BCS Literacy Policy). Strategies for enhancing EAL support through classroom work include:

- Ensuring (in line with the BCS Equality and Diversity Policy) that staff have equally-high expectations of all pupils regardless of their ethnicity or cultural background
- Teaching and learning activities should be appropriate to the pupil's language attainment, and should seek to stretch their academic achievement regardless of language
- The curriculum should promote abundant opportunities for speaking and listening, both individually and through collaborative group work (see the BCS Speaking and Listening Policy)
- Staff should themselves be effective role models of speaking, reading and writing - and should seek opportunities to pair EAL pupils with effective peer role models (good speakers, readers and writers)
- Teachers should maximise opportunities for repetition and alternative phrasing to provide verbal support to EAL pupils

- Verbal meanings should be reinforced by visual support, such as pictures, body language, demonstrations and gestures
- Access should be provided to bilingual resources such as dictionaries and word lists

## 6: STRATEGIES

The BCS assessment policy takes EAL assessment into consideration alongside all other indicators of progress and achievement when pupil attainment is being evaluated.

Following the initial EAL assessment, pupils are regularly monitored to assess their language status and needs in order to ensure that progress is being maintained. Subject teachers also monitor progress of EAL students as part of the whole-school policy on Monitoring and Assessment. If pupils are found to be underperforming, it may be felt appropriate to refer to the SENCO in parallel with their language support. At the other end of the learning spectrum, Gifted and Talented support may be found to be appropriate despite language limitations.

## 7: BCS PROVISION OF FORMAL EAL SUPPORT

Children are not regarded as having a learning difficulty solely because the language, or form of language that is used at home, is different from the language in which they are taught. The delivery of English as an Additional Language is the responsibility of Learning Plus, the Learning Support Department at BCS. It is recognised that such students are not regarded as having a learning difficulty. The aims and objectives of the LDD Policy cover EAL provision.

### **Entry to the school**

The Principal of BCS oversees the entry of EAL students and he determines the nature of the arrangements made for each individual student. On arrival, each student takes The Oxford Placement Test to discover their level of English. In some cases a new EAL student will take the Ravens Progressive Matrices non-verbal ability test to establish ability in this area which can help the delivery of the curriculum.

### **Provision of lessons**

Specialist one-to-one English lessons are arranged by the staff in Learning Plus, and these special lessons are charged in addition to the school fees. For EAL pupils in Y7 – 9, these lessons take place when ML lessons are scheduled. Pupils in KS4 and 5 have lessons in PS periods, at lunchtimes or after school. The number of lessons each pupil receives is determined by the standard achieved in the Placement Test and it is generally two per week. EAL pupils joining Y10 work with their peers in their chosen GCSE subjects if their English is thought to be good enough e.g. Upper Intermediate Level. Others, who are below this standard, join a small pre-IELTS group at their particular level. This is taught by LP staff and the aim is for them to sit IELTS when they are in the sixth form. All Y10 students continue to follow Mathematics and Sciences.

### **Class English lessons**

All EAL students study English with their peers in KS3. Contact between LP staff and teaching staff is on-going and it is particularly important to maintain this link with members of the English department. Information, ideas and suggestions for help are shared. The three-year Foundation programme is overseen by Mrs. Wedge. Members of the sixth form generally work towards the IELTS examination and they are entered for this when the student and their EAL teacher feel this is appropriate. It could be during Y12 or 13. Those pupils with a grade C or above in GCSE English may decide not to do IELTS but they are advised to check university entry requirements carefully. Individual institutions vary widely in what they expect from overseas students.

### **Homework**

Homework is an integral part of EAL and is set after every lesson by staff. Clear feedback is given and housepoints awarded, if appropriate.

### **Modern languages**

Some EAL pupils study a third language but most will not follow this pattern in order to concentrate on English in order to access the whole curriculum more effectively.

### **Cultural considerations**

EAL teachers are uniquely placed to talk to overseas pupils who may feel bewildered when they first arrive in the UK. They are able to pass on information to other teaching and non-teaching colleagues which may be of help in delivering the curriculum and the pastoral care they need. It is important that EAL teachers get to know their pupils well, including details such as their status, guardians, when the *exeat* weekends fall, where they are spending the holidays etc. The LP staff liaise closely with boarding staff. At the start of term, overseas pupils may feel jet-lagged for the first week. LP staff are always happy to be consulted about EAL pupils and give advice, help or work on particular areas of difficulty.

### **Examinations in EAL**

Students for whom English is an additional language are, if they or their parents wish, prepared for a range of external examinations as suited to their age and language experience:

- Preliminary English Test (PET) Cambridge
- First Certificate in English (FCE) Cambridge
- International English Language Testing System (IELTS)

### **Staffing**

Lorna Wedge  
Liz Thomas  
Jill Martin  
Carol Powell  
Angela Baffos