

BCS EAL CODE OF PRACTICE

Introduction

According to our Mission Statement the central aim of Bournemouth Collegiate School is to ensure that our pupils are nurtured, inspired and motivated to realise their unique potential and meet the challenges of the 21st century.

This code of practice details our arrangements to recognise and meet the needs of learners who are learning English as an additional language. ie learners who have a home 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.

Throughout this code of practice, and in other related policies and documents, these learners are referred to as “EAL learners” and are defined as those whose mother tongue is not English.

Context

Our EAL learners generally come from a large range of ethnic groups and from a range of backgrounds. Some of our EAL learners arrive in school having had little or no exposure to English culture. In terms of language levels there are very few that arrive as complete beginners. Most are at least elementary level. Pupils’ language levels are assessed before they arrive. The majority arrive in our school with some prior experience of school and with literacy skills in their home language.

AIMS

- To be proactive in removing barriers that stand in the way of our EAL learners learning and success.
- To meet our responsibilities to our EAL learners by ensuring their equal access to an academic curriculum and the achievement of their education potential.
- To provide our EAL learners with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate in the life of the whole school.

Objectives – School

- To ensure that all our EAL learners participate in the life of the school, and gain access to appropriately planned and prepared mainstream lessons.
- To ensure that our EAL learners attain their predicted grades in public examination appropriate to their abilities.
- To seek, and make use of, appropriate advice, guidance, support and training.

- To assess and monitor progress of our EAL learners' acquisition of English; of their general achievement; of their attainment in public examinations.
- To provide EAL learners appropriate teaching and support and provide opportunities to undertake formal assessments in English, either PET, FCE, CAE, IELTS or other recognised qualifications or by undertaking a GCSE/iGCSE examination in English.
- To work in partnership with parents to reassure them that maintaining and developing their home language will benefit their children and support their developing skills in English

Objectives – Learners

- To give EAL learners the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL learners the knowledge and skills to use English to understand and produce written texts.
- To give EAL learners the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly, including using resources in their first language
- To provide EAL learners with the appropriate academic language to access the curriculum.
- To provide EAL Learners opportunities to develop and use their own language in play and learning,

Underlying Principles

1. Our EAL learners are entitled to opportunities for educational success that are equal to those of our English speaking learners.
2. EAL learners are not a homogenous group; their needs vary according to a range of factors. We aim to provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
3. Well-planned, mainstream lessons in appropriately organised mainstream classrooms alongside specially tailored EAL lessons provide the best environment for acquisition of English by EAL learners,
4. The multilingualism of our EAL learners enriches our school and our community.
5. To become fully competent in the use of curriculum/academic English is a long process; learners require long-term support.
6. Having a home language other than English is not a “learning difficulty”. EAL learners are not placed on the Learning Plus register or taught in the lower ability classes, unless they have special educational needs.

Roles and Responsibilities

a) Within our School

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

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

Responsibilities include:

- 1) Maintaining an EAL database and ensuring progress and attainment are regularly monitored, assessed and recorded.
- 2) Responding to requests for information about EAL learners and for bringing the presence and needs of EAL learners to the attention of colleagues.
- 3) Ensuring that EAL learners are integrated into classes and have full access to the curriculum
- 4) Provide training to support EAL learners in the classroom.

Admitting New Learners

- We follow the school's normal admittance procedures for EAL learners. In addition we conduct additional tests. Pupils will sit an English and Mathematics test for the year group they would like to enter. Following the test a SKYPE interview is completed.
- An alternative to the in house testing, the UKiSET test, is also accepted as part of the admission process.
- The required level of English for each year group is outlined on the school website and shown in the appendix.

- If a pupil is tier 4 this process is completed by the registrar.
- On arrival pupils are tested using an in house diagnostic grammar test.

Placement in Teaching Groups/Classes

We recognise that EAL learners, who may be new to English and to the UK, need continuity and security as they start our school. We therefore aim to make an early decision about teaching group/class placement and adhere to it unless we discover the learner is seriously misplaced.

EAL learners should:

- have access to the whole curriculum
- be taught with their peers
- be placed in groups with fluent English speakers who will provide them with good language models
- be placed with their intellectual/academic equals
- not be automatically placed with SEN learners
- placed in a year group that best suits their needs.
- be provided with EAL lessons to support their language development depending on their individual needs.
- be provided with opportunities to develop and use their home language in play and learning

Teaching and Learning

We will:

- Plan for and provide appropriate stimuli for language development
- Encourage EAL learners to use English by generating opportunities for active participation in lessons
- Consider our own language use and provide suitable contextual clues for EAL learners.
- Be aware that our school culture and environment (eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL learners are familiar with.
- Be aware that an EAL learner'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 English speaker levels)
- Teach topic/subject – relevant vocabulary where appropriate and provide curriculum – related opportunities to develop listening, speaking, reading and writing skills
- Provide articulate role models for social interaction in learning activities.
- When necessary provide spoken and written, curriculum-specific, language models for EAL learners eg writing frames
- Provide key vocabulary for EAL learners in lessons
- Encourage the use of dictionaries to support learning
- 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 learners to become independent learners
- Provide opportunities for pupils to develop and use their home language in play and learning, particularly in the Prep school.

EAL Assessment, Record Keeping

Monitoring of the progress and achievement of EAL learners is carried out in the following ways:

- Initial assessment of EAL learners' level of English acquisition is carried out using an in-house diagnostic grammar test. Pupils are graded using the Common European Framework which tests: reading, writing, speaking and listening. BCS divides these levels into High, Secure and Low.
- Within the school mechanisms for all learners in line with the school assessment policy and reporting system.
- Pupils are assessed when completing a PET, FCE, CAE examination or an IELTS examination.
- The school collects information (e.g. Group Reading Test, Single Word Spelling Test, CATs*, KS4 Yellis * and Alis) in order to evaluate the progress of learners.

*The known cultural and linguistic bias of certain standardised tests require that these results should be used with caution and not used as the only predictive means of potential and achievement.

The school maintains an EAL database which provides the CEF level which the pupil is working at and any additional information.

BCS will regularly reassess EAL learners' levels of English and make a record of that assessment. The results are recorded on the EAL tracker which is located on the X drive.

EAL and SEN

In BCS a distinction is made between learners who are learning English as an additional language and learners who are learning English as an additional language **and** also have special educational needs. Should a pupil fall into both categories, the pupil will appear on the Learning Plus register and the EAL database.