



# **English as an Additional Language Policy**

**Revised August 2020  
by Deputy Head Academic (PJR) and  
EAL Co-ordinator (AM)**

## **Scope**

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English and who are in the process of learning to use EAL through immersion in the Aldenham School's curriculum.

EAL pupils in the School come from a range of national and linguistic backgrounds. Some EAL pupils arrive at school having had a varying amount of exposure to the English language and local culture. All EAL pupils have comparable schooling to their age in their home countries. EAL students form approximately 10% of Aldenham's school population.

## **Aims**

- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- To give all pupils the opportunity to overcome any barrier to learning and success.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English.
- To encourage and enable parental support in improving pupil's attainment.

## **Objectives**

- To be able to assess the skills and needs of pupils with EAL and to provide appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To support subjects in the curriculum in order to ensure that all EAL pupils attain Aldenham Curriculum levels and public examination grades appropriate to their intellectual abilities.
- To ensure EAL pupils are able to apply for suitable degree courses by preparing them in the Sixth Form for the IELTS English Language examination. Universities require a Level 6.5 across all skills but Russell group universities require a level 7 across all skills in addition to normal entry requirements.
- To assess and monitor progress of EAL pupils' acquisition of English, their general achievement and attainment in public examinations.
- To make sure all pupils receive the maximum benefit from their stay at Aldenham School; educationally in curriculum support, socially through the House system.

## **Underlying Principles**

- The responsibility for supporting the additional learning needs of EAL pupils rests with the school, apart from one to one lessons with a teacher, paid for by the student.
- Having a home language other than English is not a learning difficulty. EAL pupils should not be placed on SEN registers or taught in SEN groups, unless they have special educational needs.
- The needs of the pupils, school and teachers vary according to a range of factors. The EAL policy recognises this and responds flexibly.
- To become fully competent in the use of curriculum/ academic English is a long process and consequently, pupils require long- term support.
- EAL pupils are entitled to opportunities for educational success that are equal to their English peers.
- The presence of EAL students in the school population is enriching for the whole community.

## **Roles and Responsibilities**

### The role of Admissions / Headmaster

- To obtain, collate and distribute information on new pupils with EAL to members of staff as appropriate, including:
  - Language(s) spoken at home
  - Information on level of English studies / used from the pupil's previous school
  - Details of curriculum at previous school

### The role of the EAL Co-ordinator

- To oversee initial assessment of pupil's standard of English.
- To give guidance and support in using the assessment to set targets and plan appropriate work.
- To ensure that relevant information on pupils with EAL reaches all staff.
- To ensure that all involved in teaching EAL learners liaise regularly.
- To monitor standards of teaching and learning of pupils with EAL.
- To report to the Head of the Senior School on the effectiveness of the above and the progress of pupils.
- To monitor progress and identify learning difficulties that may be masked by EAL.
- To ensure that parents and staff are aware of the School's policy on pupils with EAL.
- To establish training in planning, teaching and assessing EAL learners for all staff.
- To ensure that challenging targets for pupils with EAL are set and met.

### The role of class / subject teacher

- To be knowledgeable about pupils' abilities and needs in English and other subjects.
- To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.
- To alert the EAL Co-ordinator of any EAL concerns in their class.

## **EAL Assessment**

Initial assessment of students' levels and rates of acquisition of EAL is based on an initial subject based assessment in the home country followed by a general English assessment on arrival at Aldenham, leading to preparation for the IELTS examination, if required in the Sixth Form.

Before students arrive at the school, an entry test has been prepared to assess their level of English. This is to be handed to the Head of EAL for marking. There is one for Sixth Form and one for KS3/4. After they have joined the school, the students are then given the placement test, which is outlined below.

## **The 6 Stage Model of EAL Acquisition**

A simple 6 stage model of English acquisition is used at Aldenham to describe a pupil's capability in English. Upon arrival, students will be assessed using the Oxford University Press Placement Test. A score then reveals their level and abilities:

### **Basic Users**

#### **A1 Beginner/Breakthrough (0-17)**

Can understand and use familiar everyday expressions and very basic phrases. Can introduce him/herself and can ask/answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and is prepared to help.

#### **A2 Elementary (18-29)**

Can understand sentences and frequently used expressions to areas of most immediate relevance (e.g. very basic personal and family information, shopping etc). Can describe in simple terms aspects of his/her background and immediate environment

### **Independent Users**

#### **B1 Lower intermediate (30-39)**

Can understand the main points of clear standard input on familiar matters regularly encountered in work/school or leisure. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of interest. Can give brief reasons, explanations or opinions.

#### **B2 Upper intermediate (40-47)**

Can understand the main ideas of complex text on both concrete and abstract topics. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint giving advantages and disadvantages.

### **Proficient Users**

#### **C1 Lower Advanced (48-54)**

Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can produce clear, well structured, detailed text on complex subjects.

## **C2 Upper Advanced (55-60)**

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstruct arguments and express him/herself fluently and precisely, differentiating finer shades of meaning even in more complex situations.

### **Aims of the Model**

The students will then be assessed at the end of each year for as long as their time here to track/monitor and ensure progress is being made. This means we will be looking for a higher point score each time.

It is recognised that the majority of students here at Aldenham are or will be on the lower end of lower intermediate (B1) when beginning Sixth Form. The aim is for their level to be B2 by the end of upper-sixth, however it is an ambitious target.

### **EAL Provision and Support**

In accordance with the SEN principles, the EAL department offers a variety of levels of support, according to their stage.

#### **1 to 1 Tutoring**

- All students below Advanced level receive at least one 45-minute session every week. However, A2 or low score B1 students receive more than one lesson per week.
- KS3 and KS4 students work with teachers on a curriculum withdrawal basis.
- The timetable is created and managed carefully so as not to impact on any major academic subjects.
- Sixth-form students have 1 to 1 tutoring during their private studies.

### **Resources**

#### **The Portal**

A new and expanding area is the provision of resources for students and for teachers on the Portal. A tab has been created where students and teachers can find out what is going on within EAL e.g. dates for trips, information on the IELTS test or find general or subject specific EAL resources.

#### **The Library**

A space has been allocated in the library for EAL students, so they may borrow the books and dictionaries that they need.

#### **Dictionaries**

Another aim is to ensure each department has a collection of subject specific dictionaries (A-Z by Philip Allan). These are purchased by the student and issued at the start of the year.

### **IELTS**

IELTS student books are available for students to borrow or purchase, to aid their preparation for the test. The centre recommended by Aldenham School is Westminster University.

## **Teacher Inset Courses**

Members of the EAL department are encouraged to attend any course that supports EAL teaching throughout the year, to ensure all methods of teaching are up to date.

## **Conclusion**

The EAL department strives to ensure that EAL pupils are integrated into Aldenham's mainstream education system and have appropriate access to the school curriculum and other educational opportunities during their school career.