



## **NORTHAMPTON HIGH SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

**This policy applies to the whole school: EYFS, Junior, Senior and Sixth Form**

### **Defining English as an Additional Language (EAL)**

An EAL pupil is a pupil whose first language is not English. The term EAL is used in this policy as synonymous with alternative terms such as ESL (English as a Second Language) and ESOL (English for Speakers of Other Languages) This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

- Newly arrived from a foreign country/school where English is not the first language;
- Newly arrived from a foreign country where English is not the first language but from an English-speaking school;
- Born abroad, but moved to the UK at some point earlier in childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Level 1: silent period / beginner learner

Level 2: basic interpersonal communication skills (BICS)

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

### **The GDST Context**

As selective, fee-paying schools, Trust schools are unlikely to have EAL beginner learners, although some pupils joining from abroad may go through an initial silent period as they get to grips with their new environment. The majority of bilingual pupils in Trust schools are fluent in English when they join, have been deliberately brought up as bilingual by their parents/guardians, or in fact count English as their first language whilst being fluent or semi fluent in another family language. Whilst it is important to be alert to the fact that

EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such cases EAL provision is still relevant however, in terms of supporting and celebrating these pupils' abilities and backgrounds, as outlined below.

### **Principles of EAL Provision**

- EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities;
- The school environment, both in and outside the classroom, should promote language development;
- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness;
- The integration of EAL pupils into the school community should extend to their families/guardians;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

### **School Context**

Many students at Northampton High School have an EAL background, ranging from the Junior School to the Senior School. These students can generally speak two languages and English is not always the principal language spoken at home. A register with a list of EAL students is available for staff so that they are aware of the possible language needs of that student or students in their classroom. In the Senior School we sometimes have Mandarin speaking students who require extra tuition for English which is provided by an EAL teacher. Lessons are provided in small groups and tutorial based sessions throughout the week.

### **Principles of Learning Support**

We believe at Northampton High School in enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential and this forms the underlying principle upon which the provision of support for learning is based and is a core part of the GDST's values.

We create a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. Our whole-school ethos reflects the value placed on diversity and the respect accorded to all individuals. Support for a variety of needs should be seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

Inclusion applies, but is not restricted, to:

- Pupils with special educational needs
- Pupils with disabilities
- Pupils whose first language is not English (EAL)
- Minority ethnic groups

## **Aims of the Policy**

The aims of this EAL policy are:

- To define the school's objectives regarding EAL and how these will be met;
- To define the overall organisation and management of EAL provision in the school;
- To define the nature and level of school support for EAL.

## **The School's EAL Objectives**

- EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in extracurricular activities;
- The views of the pupil are sought and taken into account;
- parents/guardians/guardians are encouraged to play a role in EAL pupils' education;
- Appropriate resources are available and are used in the school;
- EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated.

## **Roles and Responsibilities**

### **Role of the EAL teacher**

- In conjunction with the SENCO, developing, overseeing and reviewing the school's EAL policy;
- Liaising with SLT in relation to EAL policy and provision;
- Ensuring EAL pupils are identified, assessed and monitored;
- Ensuring relevant information is passed on to school staff;
- Coordinating provision for EAL pupils in terms of welfare, academic and pastoral support in liaison with the SENCO and Director of Sixth Form, to ensure curriculum coverage, continuity and progression;
- Advising EAL pupils on EAL examinations, first language examinations and courses open to them;
- Providing school staff with guidance and support relating to effective teaching approaches and materials for EAL pupils via email, meetings and INSET;
- Liaising with parents/guardians/guardians where possible to involve them in decision making during parents/guardians' evenings and at other times as appropriate;
- Establishing links with the immediate and wider community which might enhance aspects of EAL provision;
- Acting as an advocate for EAL pupils, bilingualism and diversity.

EAL provision is a whole school responsibility. Class teachers should:

- Be aware of the pupil profiles of EAL pupils;
- Be aware of the influence of behaviour, attitude and cultural expectations;
- Liaise with the EAL teacher;
- Plan their teaching to support language development.

### **Staff training in EAL**

The Deputy Head Academic will liaise with the EAL teacher to ensure training is relevant and up to date. This can be done through the whole school INSET, faculty training sessions and/or individual staff training.

### **Identification**

#### **Identification on Entry**

We work closely with Gateway, a foreign student exchange programme that enables us to provide Chinese students with an opportunity to be educated at an Independent School. The Director of Sixth Form liaises with Gateway and an interview takes place with prospective students in order to establish the adequacy of their English speaking and listening skills. Students also sit a test where their English written skills are assessed. We also encourage prospective students to take an IELTS test to help us assess their potential EAL support they may need.

#### **Identification and assessment of EAL**

Our identification procedures/information sources used to identify EAL pupils include:

- Information from the registrar;
- Information from the application form;
- Information from entrance papers;
- Information from the previous school or parents/guardians/guardians;
- A recent IELTS score

The methods used to assess the nature and extent of the need of identified EAL pupils. Assessment tools include:

- An analysis of entrance papers;
- Formal assessment in reading, writing, speaking and listening by the EAL teacher;
- Work sampling;
- Teachers' comments and observations;
- MidYIS, Alis, non-verbal reasoning tests etc.;
- Input from pupils;
- Input from parents/guardians/guardians where possible
- IELTS test score

This information is used:

- Pupils may be assigned a level of competence and entered on the EAL register which is separate from other registers (e.g. the SEN register) for staff reference;
- The information may be used to assess the most appropriate provision for a particular pupil.

We recognise that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

### **Identifying Gifts and Talents in EAL Pupils**

This can be affected by the language barrier, so to minimise the possibility of overlooking gifts and talents in EAL pupils:

- Staff should be alert to actual or potential ability in EAL pupils, particularly those less competent in English;
- Teachers should make a point of nominating EAL pupils for or encouraging them to join in extension activities;
- Avoid putting EAL pupils in bottom sets because of their language ability, even if the support is greater in these classes. Initial placement in low ability sets is not helpful because pupils will benefit more from access to strong models of English language and confident learners;

### **Recording, Monitoring and Reporting**

Records are kept on the student file, on CPOMS and on SIMS. There is an EAL register in SIMS and electronic files for staff to access containing the students' learning profiles and provision maps as well as suggested strategies and teaching tips.

### **Provision Maps and Student profiles**

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents/guardians should collaborate on problem solving, planning support and teaching strategies for individual pupils.

The quality of teaching for pupils with EAL and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Each EAL pupil has a Student Profile informing staff of their needs in a learning environment, maintained by the SENCO. These documents are kept electronically for staff to access in order to create their own subject specific Provision map in liaison with the pupil. These are reviewed with pupils and parents/guardians (or legal guardians in the country). As these are working documents, amendments are required to determine the correct level of support/provision for the EAL pupil.

## **Provision**

### **Language Support in the Classroom**

Language support is best provided within the classroom wherever possible, as time out of subject lessons may cause pupils to fall behind in the curriculum. More importantly, the curriculum offers an ideal platform for language learning, as it offers pupils the chance to practise all four language skills with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge.

However, exposure to English alone without explicit teaching of the range of registers of spoken English and written academic language required will not usually be sufficient to ensure continued progress for bilingual learners beyond the initial stages.

We provide a supportive classroom environment which enriches the language content of the lesson, whatever the subject discipline. Language enrichment has been shown to benefit **EAL** pupils, and all teachers should take on the role of teachers of language in the context of their subject. According to the current view, the most effective pedagogy to support language acquisition emphasises learning that is:

- Social;
- Oral;
- Collaborative;
- Contextualised;
- Indivisible from conceptual development;
- Challenging, to provide extension both linguistically and cognitively.

### **Classroom provision**

Teaching tips, strategies for differentiation, teaching approaches which promote language development, tutor handbook for EAL students and subject specific vocabulary lists are all available and support from the EAL teacher is available.

### **Additional specific provision:**

- Target setting – this is outlined on the Student Profile and Provision map for staff to access when constructing their own differentiated provision map in their subject area
- Mentor assigned to student (tutor; KS Coordinator) – regular meetings re progress and targets;
- When and how students receive specialist EAL support within the current curriculum. This is coordinated by the Deputy Head Academic and/or Director of Sixth Form
- differentiated exam courses (iGCSE; IELTS) – including accreditation for pupils who are in school for a limited time;
- External examinations in first language;
- Access arrangements.

### **Provision in EYFS**

From admissions paperwork we know if a student has EAL and we will liaise with parents/guardians/guardians at an early stage to establish their stage of language development in both their home language and English.

We use the Bell Foundation EAL tracking tool with help from parents/guardians to assist with this process alongside our routine tracking processes. [www.bell-foundation.org.uk](http://www.bell-foundation.org.uk)

Children are encouraged to use their home language in play and learning and staff work closely with parents/guardians to support language development at home. For example, we may differentiate

activities to make them accessible or work 1-1 and in small groups with the child. We use picture/object clues and make individual word/picture books to assist the child's understanding. Dual language books are available in the setting. Letters etc can be sent in home language if required.

Usually children make rapid progress in acquisition of English and if this does not happen, extra support is put in place with the EAL or learning support teacher.

Ongoing professional advice, support & intervention is provided by our EAL teacher.

### **IELTS (International English Language Testing System) (alternative assessment regimes are available)**

IELTS assesses the student's English skills — reading, writing, listening and speaking, and is designed to reflect how the student will use English at study, at work, and at play.

Students at A Level at Northampton High School are prepared for the examination through regular tuition by the EAL teacher in preparation for entrance to university, with particular attention to the requirements for Cambridge or Oxford. In 2014 *one of our students gained entrance into Cambridge based on her high A Level grades and IELTS tuition.*

The students are responsible for booking the IELTS test and are advised by the EAL teacher on when they should aim to take it, in order to satisfy university entry requirements. The EAL teacher works with the students in groups and individually to ensure they receive the support they need to achieve the score required.

Students' tuition for IELTS consists of a language course designed to suit the examination format. Students will sit past papers in order to gain experience, confidence and competence in this type of examination so that they can achieve their full potential.

The practice tests offer students the opportunity to:

- get to know the test format;
- experience the types of tasks they will be asked to undertake;
- test themselves under timed conditions;
- review their answers and compare them with model answers.

The Director of Sixth Form, Deputy Head of Sixth Form and the EAL teacher are responsible for the provision to EAL students in the following areas:

#### **Pastoral provision:**

- A welcome pack on induction;
- Integration of EAL pupils within school - buddies (older/same language/ lesson buddies);
- Support groups within/outside school;
- Contact with parents/guardians/guardians.

#### **Promotion of bilingualism:**

- Use of display;
- School assemblies, calendar events etc.
- Multicultural issues in schemes of work.

### **Staff Support and training:**

- teaching staff, including peripatetic teachers are provided training by EAL teacher and via independent training sources;
- the pastoral team is supported by the EAL teacher where appropriate.

### **Examinations - Access Arrangements**

Students who require access arrangements and have been fewer than two years in the country will receive this during the School's Entrance Examination, and from Year 10 onwards when Public Examinations take place. This is in accordance with the Joint Council for Qualifications (JCQ) Regulations and Guidance.

Throughout Key Stage 3 (school years U3 to U4) the SENCO monitors and assesses student performance in school examinations and other assessments to gauge the severity of any learning need that might lead to access arrangements such as extra time being awarded by the JCQ.

Any access arrangement awarded is reviewed every year by the SENCO in liaison with the Examinations Officer.

### **Success criteria**

The aims and objectives of the policy will form the basis for any evaluation process required. In addition, specific targets might be identified, against which success may be measured.

Some evaluation tools include:

- EAL pupils' levels of attainment in formal school assessments/external tests;
- Pupils' levels of attainment in EAL assessment over time/progress demonstrated by work scrutiny;
- Progress and outcomes of target setting over time;
- Pupils' reports;
- Self-assessment;
- Informal assessment by EALCO/teaching and pastoral staff, e.g. of participation in class, integration into school life etc.

Recommended programme:

- Group IELTS class - weekly - timetabled Y12
- Group IELTS class - weekly - timetabled Y13
- 1:1 catch up with EAL teacher - weekly for weaker students, bi-weekly for rest - timetabled - Y12/13
- Independent learning - Communication Diary, which will form the basis of the 1:1 catch up, which will highlight areas of weakness and enable student and EAL teacher to set targets for language learning - Y12/13
- If more support is needed, additional bespoke lessons scheduled for individual students.
- Homework Drop-in will also be available during the week at set times.
- Other year groups – case by case analysis of requirements

### **Charging structure**

Where students come from an international background and English is not a first language (i.e. schooling has not been in the medium of English and/or parents/guardians are not mother tongue English speakers) an IELTS (or equivalent) assessment is required to ascertain the student's level of English. If, in these cases, formal EAL tuition is required in consultation with SLT/Admissions, this is charged accordingly.



Where students speak English as a first language and have also been identified as requiring some additional language support, for example, where a student is bilingual or has spent a significant amount of time abroad, (or where a student whose first language is not English but who assessed as being sufficiently fluent not to need additional tuition as outlined above) this is treated as support required to ensure full access to the curriculum and can be provided by the school (with support of the EAL teacher if needed).

Reviewed by: Henry Rickman, Deputy Head - Academic

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Next review: August 2024