



FARLINGTON

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E A L (ENGLISH AS AN ADDITIONAL LANGUAGE) POLICY

1. General

English as an Additional Language (EAL) refers to pupils who have a home language other than English. Many of these pupils may be fully proficient in English and/or highly able when working in their home language. The EAL Department aims to meet the needs of those who are not proficient in English to near year level standard through routine processes of assessment and intervention. EAL intervention aims to integrate pupils into the school, both socially and academically, focusing on building confidence alongside language skills.

A number of pupils within the School are learning English as an additional language. There may be varying degrees of fluency; however, their written English may not match their academic potential. It is our aim to ensure that all our pupils are aided in fulfilling their individual potential and our EAL pupils may require special support to do so.

1.1 Aims:

1. To provide a friendly and encouraging atmosphere for students living and working far from home.
2. To identify all pupils requiring EAL provision as early as possible and to provide a differentiated programme best suited to that individual pupil's requirement.
3. To ensure that EAL pupils feel welcomed in a school which values cultural diversity.
4. We aim to 'take into account the varied life and language, experiences, cultures, religious assumptions and interests of different groups' (Teacher Training Agency 2000).
5. To enable EAL pupils to access the whole curriculum through support both in and out of the classroom as needed.
6. To promote pupil participation in decisions about their learning.
7. To ensure parents of EAL pupils receiving support are fully informed of their daughter's progress and attainment.
8. Pupils are encouraged to take a qualification in their native language, if it is supported by the School. These are currently French, German, Spanish (up to A Level), Italian (up to GCSE), Chinese up to A Level.

1.2 In order to achieve these objectives:

1. Subject teachers can be supported by the EAL teachers with strategies to help in the classroom, where necessary.
2. Where possible 1:1 support will be offered outside the classroom for those requiring it, particularly for girls in the Sixth Form.
3. The EAL register will be published in the 'about' section of the Virtual Staffroom, so that all teachers have access for reference, and teachers of pupils receiving individual support will receive an email notification from the EAL department.



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2. Identification, Assessment and Provision:

2.1 Whole school approach

The School recognises the importance of early identification, assessment and provision for girls needing EAL. Before admission, the school seeks help to obtain as much relevant information as possible about a girl such as their previous educational experience and their first language. The Admissions Registrar informs the EAL Department of any pupil whose first language is not English, regardless of whether the pupil requires EAL lessons.

On entry to the school the Learning Support co-ordinator undertakes screening tests with all pupils; the results of these are shared and discussed with the EAL Department. This information is then used by the EAL Department to determine whether EAL provision is required. Further assessment methods for EAL will also be used, to determine individual needs.

Having ascertained the individual's level, and depending upon the ratio of pupils and their particular needs, each pupil is put into a small group or allotted individual lesson times.

The EAL Department will aim to meet with the Boarding House staff as required.

2.2 EAL provision

The main types of provision made by the school are:

- The format of the lessons is designed to take into account the need for a regulated and structured approach towards the acquisition of English. The EAL Department also provides one to one support to the Sixth Form to enable each girl to achieve success in other subject areas.
- Pupils arriving to take a short EAL course are assessed and assigned lessons according to need. These girls may be entered for Cambridge exams.
- The EAL Department can, if necessary, supply recommendations and strategies to classroom teachers for helping EAL learners within the classroom.
- Where a girl is eligible for any additional time in exams and/or the use of a dictionary in exams, this will be arranged by negotiation between EAL/LS coordinator and the examinations officer.
- The EAL Department prepares students for external examinations as appropriate. These include the University of Cambridge/ British Council IELTS examination and possibly the Edexcel IGCSE examination, which girls are entered for as a matter of course, in order to satisfy university entrance requirements.

2.3 Monitoring pupil progress

- Classroom teachers will engage in a range of monitoring and assessment strategies appropriate to each pupil.
- For students on the EAL register but not receiving individual support, where teachers decide that an EAL pupil's learning is unsatisfactory, the EAL department will be consulted.
- For those receiving EAL support, the EAL teacher will review pupil progress half – termly or termly with regard to the following:
 - Narrowing the attainment gap between pupil and peers.
 - Improving upon original targets set for each pupil.

As a result of the review, some pupils will no longer require specific support sessions.

Some pupils may need increased levels of provision and support.



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2.4 Individual records

The School records steps taken to meet the EAL pupils learning needs. The EAL teachers will maintain records of those receiving support.

The pupil profile will include:

- Pupil targets.
- Information on progress in relation to those targets.
- Staff perceptions of difficulties.
- Pupils' perceptions of difficulties
- Indication of the level of support received by the pupil.
- A record will also be kept of any staff concerns relating to the progress of EAL pupils.

2.6 Partnership with parents / carers

Parents will be given a written report of progress by the EAL teacher through the pupil's annual full report and will give a summary of progress through the Grade Card system.

2.7 Allocation of resources

The Head of EAL is responsible for the collection and acquisition of any specific EAL resources and for overseeing the Department budget.

2.8 Links with external agencies / organisations

The Head of EAL will keep up to date on developments and legislation including visa regulations, and inform staff as necessary; in addition they will liaise with external agencies as required, attending any appropriate courses, webinars and GSA Cluster Group meetings.

2.9 Native speakers of European Languages

Where possible native speakers of Spanish, French and German will be allocated EAL lessons in lieu of Spanish/French/German. If this is not feasible for timetabling reasons, then such girls will attend these lessons but work independently at the back of the room on their English. However, they may from time to time be invited to assist the teacher with conversation activities or role plays. They will also be asked to join in on translation exercises, from the foreign language into English, as well as English into the foreign language, as this represents a useful opportunity for them to improve these skills.

3. The Pre A Level Course

The Pre A Level course is a one-year (or two term) course, designed to prepare Sixth Form students for the demands of A Level. Students will have intensive lessons in academic English, will familiarise themselves with the content and vocabulary of their chosen programmes of study and become accustomed to the learning styles of a British curriculum. English classes are taught by language specialists and focus on the development of reading, writing, listening and speaking skills.

The students are given individual programmes to include timetabled A Level or GCSE lessons in the subjects they wish to pursue at A Level. Through these lessons, students broaden their general knowledge and are exposed to English being used in a variety of contexts, thus expanding their range of vocabulary, improving their listening comprehension, learning to speak and write on a wide variety of topics and acquiring the academic skills necessary to study at A Level in England.

The course will culminate in the sitting of an IELTS examination. Students follow a timetable of classes in the core subjects they have chosen to study at A Level; these may be first year A Level lessons or GCSE lessons, to ensure each girl gains the best foundation to future study. This preliminary exposure to the course allows time to be spent on developing language and subject specific skills.

A personal tutor provides tutorial support for the subjects ensuring a personalised approach to every student. The personal tutor helps the student manage the transition to the new education system and its requirements and styles. The personal tutor and our programme of tutorial sessions help in this period of change for the students.



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This policy will be reviewed annually.