



## English as an Additional Language (EAL) Policy

This policy is the responsibility of the Head of EAL, in conjunction with the Deputy Head Academic, to review and update biennially.

### Scope

Malvern St James is committed to providing a quality education in English for pupils from a variety of social, ethnic, cultural and linguistic backgrounds. Many language groups are represented at Malvern St James and we are proud to be an inclusive school.

This EAL Policy is designed to outline the ways in which the school meets the needs of its EAL students, which includes the help given to those bilingual or multilingual learners who have a native language other than English and who need additional support in English in order to pursue their studies effectively. Its purpose is to promote equality of opportunity for all learners both within the Senior School and MSJ Prep (including EYFS where necessary), for whom English is an additional language. Throughout this policy these pupils are referred to as EAL pupils.

We are committed to all pupils being fully integrated into the School and due regard will be paid to individual needs, in consultation with pupils, parents, guardians and teachers. Our policy is that wherever possible, EAL pupils have access to the whole school curriculum and to the full range of extra-curricular activities the School provides. Thus, all pupils, will be able to enter the School community with ease, confidence and understanding and are supported in achieving their academic potential.

This policy should be read alongside: the Admissions Policy, Equal Opportunities and Race Equality Policy, SEND Policy, Anti-Bullying Policy, Teaching and Learning Policy and More Able Policy.

### Aims

#### The School aims to:

- harness the benefits of being an international community, highlighting and celebrating the value of cultural and linguistic diversity, creating an environment where this is valued in its richest sense and encouraging respect;
- identify pupils with EAL and assess their learning needs at the earliest possible opportunity through EAL entry testing, placement testing at the beginning of the Autumn term, liaison with Admissions, and teaching staff;
- treat each EAL pupil as an individual with unique needs, skills and interests;
- recognise EAL pupils cognitive skills as distinct from their linguistic skills;
- provide an environment where pupils can build confidence in the four key English skills of writing, reading, speaking, and listening;
- within EYFS and MSJ Prep, to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English Language;
- provide EAL pupils with the skills they need to take responsibility for their own learning, asking questions, building good learning habits, taking risks and reflecting on their progress;

- develop the pupils' general and academic language, cultural knowledge and communicative skills they need to achieve their best in all their subjects, in public examinations and to help support them gain access to the higher education institutions of their choice;
- track and monitor the pupils' English language progress through a bespoke assessment framework for writing and CEFR milestones;
- support pupils in accessing and understanding curriculum subjects and in completion of preparation and coursework tasks;
- liaise with colleagues, parents, guardians and pupils regarding their language learning needs in order to help their learning flourish;
- liaise regularly with Heads of Year, Heads of Department, Learning Development and subject teachers, to identify and offer support to any EAL pupil who is failing to reach their identified subject-specific academic targets due to language difficulties;
- prepare pupils for International English Language Testing System (IELTS) in the Sixth Form;
- provide training and support for teachers and assist departments in supporting EAL pupils in their acquisition of English language skills across the curriculum.

### **Admissions and Assessment**

In order to meet our entrance requirements, in addition to entrance papers, all EAL pupils sit a language test, or it may be that a UKiset assessment is used. This test consist of a grammar and reading test to indicate the pupils' CEFR level and a writing test to determine their written language level.

The Common European Framework of Reference for Languages (CEFR) allows the school to decide whether the pupils will be able to access the curriculum successfully and therefore whether they are to be offered a place. The written examination descriptors also correlate to CEFR levels. EAL pupils also participate in an interview with graded CEFR referenced questions to further assess suitability and support. If the primary interviewer needs more information about the candidate's level of spoken English, the HoD EAL will conduct a follow-up interview to ascertain the level of oral competency. For those pupils who meet the relevant entrance requirements the results of the language test, alongside other entrance papers are used to make a preliminary judgement as to whether they will need extra one-to-one help and whether they should join the EAL group classes. These will become conditions of entry, but are subject to review as pupils' English skills improve.

On entry to the school, EAL pupils for whom extra support has been identified undergo further diagnostic assessments in order to identify strengths and weaknesses. This information is then used to inform the EAL teacher of the specific programme that this student should follow to develop their English.

It is possible that language weaknesses might be identified only once a girl is exhibiting difficulties coping with the mainstream curriculum. Should this be the case, the issue is referred to the Head of EAL.

Occasionally, pupils will perceive that there is a gap in their ability to achieve their best within the curriculum due to linguistic competency. These pupils can approach the Head of EAL directly and ask for support. Once authorisation is received, these pupils will then be referred to an appropriate EAL teacher who will complete diagnostic assessment with the pupils, and put a bespoke scheme of work into operation.

## Special Educational Needs and More Able Pupils

The School recognises that most EAL pupils needing additional support do not have Special Educational Needs (SEN). However, should these needs be identified during assessment, pupils will have equal access to school SEN provision in line with the SEND Policy. Similarly, there may be EAL pupils who are Gifted or Talented or More Able, even though they may not be fully fluent in English, in which case provision will be made in line with the More Able Policy.

### Structure of the EAL Department

The EAL Department consists of the Head of EAL, who is supported by three specialist EAL teachers.

The Head of **EAL** is responsible for managing the EAL Department, which is overseen by the Deputy Head Academic.

Responsibilities include:

- overseeing arrangements for the implementation and coordination of the EAL policy;
- working alongside Admissions to ensure relevant assessment of EAL pupils from EYFS to Year 13 before entry;
- assessing proficiency of EAL pupils and communicating this and any other relevant information to all members of staff;
- liaising with Heads of Year and Heads of Subjects to address specific concerns;
- organising EAL support sessions;
- overseeing the various schemes of work/EAL programmes that the pupils are following.

The Head of EAL is also responsible for managing and supporting EAL Staff and seeking in-house and external training opportunities where possible.

EAL staff support subject teachers in order to help EAL pupils access the curriculum and to work to their full potential. This is done by offering staff training, providing subject teachers with strategies to implement in class with EAL pupils and attending subject department meetings to discuss individual EAL pupils.

### **All teaching staff are responsible for supporting EAL pupils in their learning within the classroom setting.**

Teachers have an important role in modelling the use of language. Different year groups will have different needs and with respect to EYFS and MSJ Prep Department, it is important that pupils have opportunities to develop and use their home language in play and learning, as well as learning and developing their English. The Head of EAL also offers guidance to staff on effective in-class differentiation and flexible teaching to help them cater for the different English language levels of individuals.

### **EAL Teaching Provision**

Malvern St James is committed to providing support to EAL pupils through a number of different strategies, including quality first teaching in every classroom. The EAL Department also provides bespoke programmes of English study that are designed according to the language needs of individual pupils.

More advanced learners of English have continuing support in line with their varying needs as they develop competencies over time. The EAL department will plan collaboratively with subject teachers, if required. EAL instruction focuses on both language and subject content in lesson planning and pupils are encouraged to seek appropriate help and support with for example, coursework and UCAS applications.

The progress and attainment of all EAL learners, including those who are advanced bilingual learners, is monitored by all school staff. The cognitive challenge should remain appropriately high and not be reduced because the English language demand has been reduced. Teachers are particularly conscious of the fact that EAL learners' conceptual thinking may be in advance of their ability to speak English.

Group EAL Classes: Years 9-13 EAL pupils have a group EAL class per week as part of their core curriculum, designed to develop their language sophistication and accuracy and for Years 9-11 in order to help them attain a satisfactory grade in GCSE English as a First Language at the end of Year 11. The language support that is provided also enables these pupils to cope even better with all of their academic subjects.

Students whose English language level has not yet reached a level whereby they can fully access the first language English and English literature GCSE course will join the Cambridge IGCSE English as a Second Language (ESL) course.

Individual 1:1 or small group EAL lessons are provided for all EAL pupils in School, where the need has been recognised. These are in addition to the group EAL classes and can be part of a condition of entry into the School. These lessons are of 30 minutes duration and are timetabled to fall in a girl's study period so that pupils do not miss any core curriculum teaching. Individualised teaching programmes are developed for each pupil tailored to their specific learning needs. A charge is incurred for these 1:1 and small group sessions.

IELTS: Sixth Form pupils who need to demonstrate their level of English for university entrance, have weekly timetabled IELTS (International English Language Testing System) lessons in preparation for an IELTS test. IELTS is a test of academic language skills that international pupils take to show that they have the level of English required by their chosen degree courses. The skills learned (especially careful reading, academic vocabulary and essay writing) complement their A Level studies. Pupils are prepared and entered for the IELTS exam, in which a grade of 6.5 or above is required for university entrance in the UK.

### **Assessment**

Teaching staff have regular opportunities, both formal and informal, to discuss pupil progress, needs and targets.

Malvern St James ensures that all EAL pupils have access to first language support where appropriate, especially in relation to the use of bi-lingual dictionaries. The school Examinations Office provides translation dictionaries for all relevant pupils sitting external examinations.

Sixth Form pupils sit the IELTS examination if necessary, at the nearest external test centre. Year 9 and 10 pupils in the EAL class sit an in-school examination, which is a useful indication of whether individual pupils have reached the standard of native speaker competence and can access the curriculum without extra support. Year 10/11 pupils are prepared for the GCSE English Language examination (OCR) within their core English lessons or the Cambridge IGCSE ESL examination.

### **Planning, Monitoring and Evaluation**

Throughout their stay in the school, the pupil's level of English is monitored by the EAL department, as well as by subject teachers in class. This is to ensure the pupil is progressing at an appropriate pace and is reaching their language targets.

The EAL needs of each pupil are assessed continuously by the EAL team and school staff throughout the year and any adjustments needed in their tuition are made accordingly.

Staff regularly observe, assess and record information about pupils' developing use of language, through monitoring of class work and individual conversation partnerships.

Whilst account is taken of EAL development, subject teachers aim to set appropriate challenging targets for individual pupils.

There are some key concepts which underlie the planning of teaching in the EAL department; we acknowledge the need to foster intellectual curiosity and encourage divergent and creative thinking in EAL pupils. It is also vital to differentiate between the abilities and learning styles of our pupils; in effect, we are able in 1:1 classes to tailor the lesson plan to the needs of the pupil. In class settings, steps must be taken to ensure that every pupil's individual learning difference is recognised.

Teaching staff have regular liaison with EAL staff to discuss pupil progress, needs and targets. Parents are informed of pupils' progress and informed of where decisions regarding EAL support need to be made.

School data includes relevant information on EAL pupils. This includes needs, level of English, support, achievement and progress. This enables the school to monitor targets.

The evaluation process serves as the basis for planning programmes of action and targeting time, support and resources.


### **Strategies for Continuous EAL Development**

Typical strategies implemented in both the EAL classroom and all other subjects include:

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support-repetition, alternative phrasing, peer support;
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture;
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
- Writing frames, directed activities related to texts;
- Opportunities for role play;
- opportunities for all pupils including EYFS and MSJ Prep to continue to develop and use their home language;
- Pupils receive regular feedback from staff regarding their language development;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;
- The School adopts an English Speaking Policy which encourages EAL learners to develop their ability and confidence in speaking English beyond the classroom;
- Where possible, learning progression moves from concrete to abstract;
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs and Prep Drop-in.

## Extra Information

Tuition fees are charged for one-to-one lessons; group sessions may incur a charge dependent on the hours needed and on the number of pupils taught together. Pupils are expected to pay for the recommended text book and bilingual dictionary.

<b>Authorised by</b>	Governors of Malvern St James
<b>Signature</b>	
<b>Date</b>	21 June 2023

<b>Review date</b>	Summer Term 2025
<b>Circulation</b>	Governors / staff / parents / pupils [on request]