



# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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## Introduction

The term EAL, English as an additional Language, is used when referring to students whose main language at home is a language other than English.

English is not the first language of 296 of our 859 students. The highest number of first languages spoken at College are: Chinese (230), Thai (11) Russian (9) and Japanese (8).

## Aims

Students with EAL will be offered full access to a broad, balanced and relevant education which will not discriminate against them. College is committed to the inclusion of all students and ensuring students with EAL fulfil their academic potential.

Students with EAL are working at varying levels of proficiency in English. Therefore, students with EAL will be assisted to become more proficient in English with the aim of closing the gap between themselves and their peers.

## College's EAL Objectives:

- There is regular monitoring during a student's life at College to ensure they continue to make the progress of which they are capable.
- Students with EAL develop a positive self-belief through encouragement and guidance to thrive in a culture which may be foreign to them, and to appreciate their own cultural identity.
- The importance of the student's first language and the additional experience and perspective that this brings to College is recognised and valued.
- Parents are involved in any key decisions relating to their child's Academic English provision and are encouraged to play a role in their child's English proficiency development.
- The views of students with EAL are sought and considered to tailor their English proficiency development.
- Bilingualism and multiculturalism are actively supported, by all classroom teachers through the promotion of translanguaging, and events organised by the International Society.

## **Admission and Entry**

College will admit students with EAL who fulfil the admission requirements (refer to the Admissions Policy and Joining Information for Parents). The expectation will be that students with EAL will be able to function within the academic timetable with extra support.

Lower College Academic English lessons or Upper College Literacy Skills (EAL Focus) may be offered as a condition of entry. Any information regarding the history of an EAL student's English language learning is passed on to the EAL Coordinator and disseminated to classroom teachers via Pupil Passports on Provision Map.

## **EAL Provision**

All teachers are teachers of students with EAL, and College adopts a whole school approach to EAL provision by sharing pupil passports with classroom teachers. Here, teachers can find information on difficulties, remediations of EAL students.

Specialist provision is offered via teacher recommendation within each Division:

### **LOWER COLLEGE ACADEMIC ENGLISH**

- a 40 minute lunchtime session, once a week, which focusses on grammatical accuracy, reading comprehension and writing skills.
- LC Academic English is overseen and delivered by the EAL Coordinator.

### **UPPER COLLEGE LITERACY SKILLS (EAL FOCUS)**

- a 30 minute one-to-one weekly session with a learning support coach, focussing on essay structuring, command words in exam questions, subject-specific vocabulary and literacy skills. The provision of these sessions is directed by the learning support coach and supported by the EAL Coordinator.
- a curriculum English Language and Literature class tailored for students with EAL and delivered by the EAL Coordinator.

### **SIXTH FORM COLLEGE IELTS COACHING**

- A one-hour weekly group session in preparation for the International English Language Testing System (IELTS) which examines the skills of listening, speaking, reading and writing. The results of these exams are evidence of proficiency in English Language for international students which is needed for applications to UK Higher Education Institutions. The programme of lessons starts in October and ends before the Easter holidays.
- The provision of these classes is directed by the learning support coach with oversight by the EAL Coordinator.

## Identification and Assessment

### LOWER COLLEGE

- All new students to Lower College are screened diagnostically in the first half of the Autumn term by the English department to ascertain the students' level of reading, writing, speaking and listening skills. EAL referrals are shared with the EAL Coordinator who will arrange Lower College Academic English lessons.
- The EAL Coordinator will determine when pupils' proficiency is such that they are able to exit these classes.
- When Academic English lessons cease, pupils are monitored by the EAL Coordinator to ensure they continue to make the progress of which they are capable.

### UPPER COLLEGE

- Upper College Literacy Skills (EAL focus) referrals are completed by the English department and supported by diagnostic teaching completed by the learning support coach.
- The GCSE English curriculum class includes students with EAL who have transferred from LC3 Academic English or been referred due to their performance in the summer exams.

### SIXTH FORM COLLEGE

- Existing pupils at College will demonstrate English proficiency via their English Language GCSE, which includes a spoken language endorsement.
- Pupils new to Sixth Form College can come with a variety of English Language qualifications, or may indeed have none.
- Non-native English speakers applying to the Sixth Form will provide Admissions with a UKiset report. Part of the report is a Cambridge English test which measures receptive language skills, providing an internationally recognised level for reading and listening skills in English. A level of C1 or above is an indicator that the student is likely to achieve 6.5 or above in the IELTS tests.
- Admissions will request evidence of an English speaking and listening component from all new SFC students as part of the admissions process.
- During the Sixth Form College Induction, the Assistant Head of SFC will meet new SFC pupils and screen their GCSE qualifications, flagging if they will require IELTS to demonstrate English Proficiency as part of their application to Higher Education Institutions.
- Information regarding IELTS is sent via the PGC to all SFC1 students and their parents in the first week of the Autumn term. SFC1 students are given guidance during tutor time to research their specific IELTS requirements, with the option of a one-to-one follow up with PGC staff.
- Specialist group coaching (free of charge in SFC1) is offered if a student requires to demonstrate English proficiency for Higher Education Institution Admission through the IELTS system. This is arranged by the Head of SFC, the Head of PGC, the EAL Coordinator and the IELTS coach.
- Identification of pupils and timetabling of these sessions is overseen by the EAL Coordinator.
- Students are required to book the IELTS test themselves as directed by the IELTS coach.
- It is the responsibility of the pupil to ensure they correspond with their chosen Higher Education Institution regarding required proof of evidence for English proficiency.

- Pupils are asked to confirm completion of their IELTS qualifications to the IELTS coach upon completion for recordkeeping only.

### **Charging**

- If a student opts to retake IELTS in the summer term of SFC1 or in SFC2, and requires additional coaching to support this, the sessions will be chargeable at the standard extras rate.

### **EAL Coordinator**

The EAL Coordinator provides oversight and guidance to all matters relating to EAL in College, providing a link for teachers to use when developing strategies for teaching students with EAL.

The EAL Coordinator provides INSET where appropriate to upskill teaching staff and raise awareness of pupils with specific needs.

The EAL Coordinator monitors the progress of students with EAL through liaison with English teachers, the Learning Support coach and the IELTS coach, reporting ultimately to the Head of Upper College & Assistant Head Academic on these matters.