

EAL POLICY

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1. Introduction

The definition at Regent Independent College (hereafter known as Regent) is where a student for whom English is an Additional Language (EAL) are those students who may use one or more language other than English in their everyday lives, in particular their family lives.

There are four types of EAL students:

1. Students who were born outside the UK and whose first language is not English
2. Students who were born in the UK but whose parents do not speak English at home
3. Students who were born in the UK but whose parents speak limited English at home
4. Students who were born in the UK who use other languages with their family or in other areas of their lives

2. Aims

Regent is committed to providing appropriate learning support for all pupils whose first language is not English. We usually have a number of students for whom English is an additional language. This information is recorded on SIMS. The college aims to enable students to become fully fluent in their use of written and spoken English. The objective is also to enable students to achieve a fluent capacity in the English language as quickly as possible, so they do not feel alienated from what takes place both in class and socially. The college endeavours to assist students to progress beyond 'playground' to 'academic' levels of English fluency so that future opportunities are not restricted. Because of the small size of Regent, we are able to give a significant amount of time and effort to EAL students.

3. Assessment

All students in the senior school and those identified in the sixth form college are screened at interview and on completing the Registration Form. All students identified are then assessed in order to ascertain language skills in English using Access Reading and writing tests.

These tests pinpoints strengths and weaknesses in four key aspects of reading comprehension: Literal Comprehension, Vocabulary, Comprehension requiring inference or prediction and Comprehension requiring analysis.

Where needs are identified, support will be provided by the teachers within the classroom setting. In addition, one- to-one sessions may be arranged where this is considered to be the best way to support a student.

Students will be re-assessed in a timely manner and reported to parents.

The following **guidance** has been given to teachers in respect of EAL students Seat EAL learners at the front of the class and if possible next to an individual with good language skills.

1. Provide key vocabulary and phrases before a topic is taught.
2. Write key words on the board and practise oral repetition.

3. Encourage EAL students to speak in class, asking closed questions at first and giving extra time to formulate responses.
4. Build in paired activities or small group work to support the pupils before they feel ready to speak independently. Use close activities to lead from reading into writing.
5. Provide a writing frame, word banks and sentence banks for extended written tasks with prompts and suggestions.
6. Identify the key vocabulary and language structures of the activity.
7. Provide visual support such as: pictures, videos, computer programmes etc., to help comprehension.
8. Teachers should encourage EAL students to read English texts subject specific or not

Identification of EAL is usually identified during the admission process. However, if at a later date a teacher becomes concerned that a student may be experiencing difficulties related to EAL they will liaise with the Co-Principals to discuss appropriate strategies. Parents will be informed and invited to discuss processes where appropriate. All relevant staff will be informed.

There are a number of triggers which may raise awareness when identifying students with EAL; Specific weakness in English language development:

- a. Poor verbal comprehension
- b. Limited vocabulary or use of expression
- c. Specific weakness in English literacy skills
- d. Difficulty in reading, verbal comprehension and reading ability
- e. Poor listening and attention skills
- f. Little response to peer or teacher intervention.
- g. Parent expressing concern over student progress

4. *Key Principles for Additional Language Acquisition*

- a. Language develops best when used in purposeful contexts across the curriculum
- b. Effective use of language is crucial to the teaching and learning of every subject The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
- c. Access to learning requires attention to words and meanings embodied in each curriculum area.
- d. Meanings and understandings cannot always be assumed but need to be explored Teachers have a crucial role in modelling uses of language
- e. The focus and use of additional support from other staff is best seen as an integral part of curriculum and lesson planning.
- f. All pupils have entitlement to the Regent's full curriculum
- g. A distinction is made between EAL and Special Educational needs Language is central to our identity. Therefore, teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills
- h. Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL All languages, dialects, accents and cultures are equally important

Provision in the classroom

- a) Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English

- b) Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults
- c) Providing bilingual support to extend vocabulary in collaboration with parents and pupils
- d) Providing opportunities for students to hear their home languages, as well as English
- e) Providing a variety of writing in the students' home languages, as well as in English

At Regent we value each child as a unique individual. We will strive to meet the needs of all our students, and to ensure that we meet all statutory requirements related to inclusion. Students with EAL do not produce separate work (though they may sometimes if appropriate). We do not generally withdraw students from lessons to receive EAL support. Teachers and student peers in small classes support EAL students. Often our students have other family members or relatives who are also attending Regent. We provide learning opportunities that enable all students to make good progress. In addition teachers will use some of the following strategies;

- a. Collaborative group work
- b. Enhanced opportunities for speaking and listening
- c. Effective role models for speaking, reading and writing
- d. Additional verbal support-repetition, alternative phrasing, peer support
- e. Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- f. Bilingual resources, e.g. dictionaries, on-line support, bilingual pupils, texts, key word lists
- g. Writing frames.
- h. Opportunities for role play
- i. Pupils receive regular feedback from staff
- j. Opportunities are taken to focus on the cultural knowledge, explicit or implicit in texts
- k. Discussion is provided before and during reading and writing activities dents including those with EAL have access to the curriculum
- l. Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, sports. activity days, religious festivals

5. *Special Educational Needs and Gifted and Talented Pupils*

The College recognises that most EAL pupils needing additional support do not have SEND. However, should SEND needs be identified during assessment; EAL pupils will have equal access to school SEND provision. Similarly, the College recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

6. *Roles and Responsibilities*

- a. All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school expectations for Speaking and Listening.
- b. Staff have responsibility for:
- c. Modelling good use of English, in extending sentences and encouraging pupils to do the same.
- d. Subject Teachers with concerns should raise them with the Co-Principals/Vice Principal and appropriate strategies
- e. The Co-Principals/Vice Principal will utilise specialist support services as required

7. Assessment for Learning

It is important to be clear about the purpose of assessment, summative, formative or diagnostic. It may be necessary to assess EAL students in different ways to other students. This would be specific to each students' needs and the purpose of the assessment. Assessment results should be added to the pupils individual tracking records and discussed with the Co-Principals/Vice Principal. There may be different levels of attainment between speaking and listening, reading and writing.