



## English as an Additional Language Policy

***As a school providing EYFS education for pupils, the contents of this policy should also be considered in this context.***

The term EAL (English as an Additional Language) is a broad term and is used at Nottingham Girls' High School to refer to pupils who are:

1. British citizens from families who have a first language other than English, normally resident in the UK, arriving in EYFS with limited English, then learning fast but continuing to need language aware teaching for many years;
2. Children who are already using English but who come from families who have a first language other than English and who speak this language at home to a greater or lesser degree;
3. Children of economic migrants, arriving with schooling, knowledge and skills developed to an age-appropriate level in a different education system, with a different knowledge base and different expectations.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need support if they are to reach their full potential and have access to the whole school curriculum and the full range of co-curricular activities the school provides. This policy should be cross referenced with the GDST Inclusion policy, Anti-Bullying policy and Equal Opportunities policy.

### **Aims**

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school community;
- To ensure EAL pupils are identified and procedures are followed to ensure their needs are met so they achieve their potential;
- To equip teachers, non-teaching and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of individual and appropriate targets;
- To ensure 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 and can participate in co-curricular activities;
- To ensure appropriate subject specific differentiated resources are available and are used to support progress.

### **Admission**

EAL students have an equal opportunity to join Nottingham Girls' High School if they satisfy the school's selection procedures. Parents/Guardians will be required to identify the pupil's home language on the application form and may be asked to contribute to any special resources that will be needed to help the pupil to achieve e.g. specialist EAL support on a peripatetic basis.

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

Any pupil whose first language is not English is screened on entry by the English Department to determine her level of competence in English. This screening takes into account her English Entrance Assessment taken prior to her arrival in the school and any examination qualifications together with academic reports supplied by their previous school. Interviews in person (or via Skype) are

conducted to ascertain language competence, fluency and comprehension as well as written assessments.

In order to provide fully for EAL pupils, they must first be identified and the nature and extent of their need must be assessed.

Information may be taken from

- the admissions department;
- the application form;
- entrance papers;
- previous school or parents/guardians;
- a group or whole school language audit.

Assessment tools may include:

- An analysis of entrance papers;
- Formal assessment in reading, writing, speaking and listening;
- Work sampling;
- Teachers' comments and observations;
- School reports and references;
- MidYIS, non-verbal reasoning tests etc.;
- Input from pupils and from parents where possible.

As a result of information gathered

- Pupils may be assigned a level of competence and entered on the EAL register (separate from other registers) for staff reference;
- The information may be used to assess the most appropriate provision for an individual.

The school recognises 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.

### **Roles and Responsibilities for Management of Provision**

As Head of Educational Support, Mrs Cate Harvey has responsibility for the monitoring of EAL students. Her role is to:

- Develop and oversee the implementation of the EAL policy
- Ensure EAL pupils are identified, assessed, and where necessary, monitored
- Keep the EAL register and other records (e.g. pupil profiles) up to date and ensure information is disseminated to staff
- Coordinate provision for EAL pupils in terms of academic and pastoral support
- Advise EAL pupils (e.g. on external examinations)
- Provide guidance to school staff on effective teaching approaches and materials
- Liaise with parents and involve them as far as possible in decision making
- Act as an advocate for bilingualism and diversity

However, we emphasise that EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils. Tutors and Heads of Section will take responsibility for the day to day monitoring of the welfare and wellbeing of EAL students, also tracking progress and liaising with Head of Educational Support as necessary.

### **Provision**

Currently at Nottingham Girls' High School there are very few pupils who are from overseas and hence few have any need for formal support in English as an additional language. Those who do so are supported as required on an individual basis by departments.

There will be a positive and effective language ethos:

- Staff understand that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue.
- The language development of all pupils is the responsibility of all teachers and teaching support staff.
- There will be liaison between mainstream and support departments to discuss language development within the structure of the lesson.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils' abilities and needs in English and use this knowledge to inform planning, teaching and pupil grouping.

### **Learning and Teaching**

In order to ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level in their subject as soon as possible
- prepare differentiated work for EAL pupils
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended work
- recognise that EAL pupils need more time to process answers and to complete extended work, especially where there is more complex written work
- allow pupils to use their mother tongue to explore concepts when appropriate
- give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- Provide bilingual dictionaries and other resources in accordance with examination guidelines
- Provide subject specific vocabulary lists, simpler text books etc.

Pupils may be entitled to extra provision in examinations. E.g. extra time or using a bilingual dictionary. Please see JCQ regulations for more details. Individual's special requirements will be considered on a case by case basis.

Additional specific provision which may be required following assessment of needs:

- Target setting / IEP or alternative;
- Assignment of a mentor (tutor; Head of Section) to hold regular meetings re progress and targets;
- additional specialist EAL support on a peripatetic basis which will be chargeable to parents;
- External examinations in first language;
- Links with other schools;
- Access arrangements.

Pastoral provision:

- Regular 1:1s with Tutor
- Tracking of progress by tutor and Head of Section
- Integration of EAL pupils within school - buddies and lesson buddies
- Contact with parents/guardians.

## **Guide to the Common European Framework of Reference for Languages**

### **A1 Breakthrough or beginner**

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **A2 Waystage or elementary**

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### **B1 Threshold or intermediate**

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### **B2 Vantage or upper intermediate**

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### **C1 Effective Operational Proficiency or advanced**

- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### **C2 Mastery or proficiency**

- Can understand with ease virtually everything heard or read.
- Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

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