

ENGLISH as an ADDITIONAL LANGUAGE (EAL) POLICY

POLICY STATEMENT

At Hampshire Collegiate School we recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value different cultures and diversity in others and grow up making a positive contribution to society. We understand the importance of providing a challenging and enjoyable programme of learning and development in the English language and we undertake to make reasonable adjustments to enable all to participate in our programme of learning.

In line with UCST standards, HCS is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to all pupils (including boarders), parents and staff members on the grounds of linguistic background.

We seek to ensure that all our pupils, with English as an Additional Language needs, are included, valued and supported. We undertake to work with the school community, with parents or guardians and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition. This policy and the effectiveness of our inclusive practices at HCS are reviewed annually by the school's Local Governing Body.

The names of the EAL teachers are Alison Mole and April Wolfe. Helen Garside (SENCo) has overall responsibility for the management, teaching and learning of EAL.

This policy should be read in conjunction with the school's policies on Special Educational Needs, Equal Opportunities, Behaviour and Discipline, Anti-bullying, Admissions, and the PHSE schemes of work.

Hampshire Collegiate School seeks to implement this policy effectively through the following actions:

- Provision of our policy for equal opportunities to all pupils, staff and parents, including those of prospective pupils.
- Working with outside agencies such as overseas agencies, and, where appropriate, educational psychologists, occupational therapists, gender counsellors (GIREs) and mental health agencies (CAMHS) to support the endeavour of the school in serving the needs of all pupils, parents and staff.
- Discussing, where appropriate, the learning needs of EAL students at staff meetings
- Supporting EAL pupils through differentiation in lessons and approach to learning in lesson planning
- Delivering the message of cultural diversity and linguistic differences within PSHE, modern foreign language lessons, the wider curriculum and through the extra-curricular programme.
- Dedicating whole school and class assemblies, form time and circle time to the importance of tolerance, diversity, kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- All EAL pupils are encouraged to integrate and are placed in tutor groups and sets in accordance with their learning needs.
- Meeting the individual needs of pupils, as detailed by assessment of proficiency in English language skills on entry, through EAL teachers, and all other teachers and assistants
- Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning English as an Additional language, learning in all other areas, or emotional, social, mental, physical or other difficulties.

- Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils with English as an Additional Language to access and enjoy school life.
- Ensuring that the Personal, Social, Health and Citizenship Educational Programme includes discussion of Equal Opportunities and discrimination on grounds of language.
- Making appropriate provision or exemption, where feasible and desirable, for pupils with additional need in English language skills, special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds.

PROCEDURES

A register of all EAL pupils is published, with regular updates, to all staff. Information about the needs of individual pupils is circulated to staff and when necessary discussed at staff meetings.

Assessment on Admission

Requirements before entering

1. Grade level attained before entry using Oxford Placement Test (see below)
2. Interview to assess proficiency in spoken English, either in person or via Skype
3. Appropriate references from previous school and copies of recent reports
4. Valid Tier 4 visa for entry to the UK (for non-European pupils)
5. School test paper which includes assessment of standard in reading and writing.

On arrival all EAL students sit the Oxford Placement Test.

The grades are based on the Common European Framework.

There is an expectation that overseas students can obtain the following levels:

Year 12:	level C1
Year 11:	level B2
Year 10:	level B1
Year 9:	level B1
Year 8:	level A2
Year 7:	level A1

The results of the tests are analysed to inform the EAL department and staff of pupils who require additional support from the EAL department in order for the pupil to access the full curriculum.

Based on our advice from the EAL staff and in conjunction with parents the following is offered to EAL pupils to develop their individual English language skills:

- 1:1 lessons with an EAL teacher ;
- paired or group lessons with an EAL teacher;
- group work to prepare for IELTS examinations;
- at GCSE level: Years 10 and 11, students may be allowed a reduced load to attend EAL lessons within a GCSE option block.

Attendance at these lessons is reviewed and changed to meet individual needs.

NOTES AND TIPS FOR TEACHERS OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The term EAL is used when referring to pupils whose home language is a language other than English.

Newly arrived EAL pupils

In the initial period, pupils will be faced with challenges on a number of different levels simultaneously. Culture shock may last from 6 to 9 months and includes:

- Getting used to a different cultural environment, e.g. settling into the boarding house, finding their way around, getting used to a new routine and diet, different cultural expectations and customs/norms.

- Coping with immersion in an English-speaking environment, e.g. fast English speech, different accents, slang and colloquial language, feeling anxious, worried or frustrated about not being able to understand or communicate what they want to say.
- Getting used to functioning and learning in English
- 6 hours of lessons a day in a foreign language is very tiring!

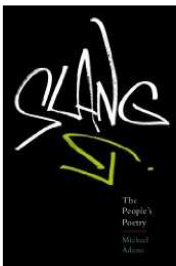


Tips to help EAL pupils develop language in your classes

1. Use clear normal speech with EAL pupils. Moderate your speed if you speak quickly.



2. Avoid using too many idioms or colloquialisms. Phrasal verbs may have different meanings (e.g. 'to make up' = to write or invent a story, to put on make up, to become friends again,) depending on the context and can be very confusing for EAL pupils.



2. Repeat or rephrase what you have said. For example, repeat the lesson aim, key facts and words, or ask native English speaking pupils to recap for the whole class. Your EAL pupils will soon become accustomed to the language structures you use each class.

Repetition
Repetition
Repetition

3. Use non-verbal clues. Use gestures, pictures, concrete objects, graphical representation, etc. in your teaching to assist comprehension. Remember that a picture is worth a thousand words!



4. Ensure that EAL students sit where they can see and hear you well. EAL pupils may have difficulty reading different types of handwriting, e.g. on IWB or in exercise books. Typed text on IWB for key points will be easier to read.

5. Encourage group work. Collaborating with able native-speaking peers can help language development. EAL pupils hear the relevant language used in context, modelled by other pupils.



6. Use clear signposting. Students may not pick up the 'signposts' in speech that native speakers do, e.g. "to start off....", "moving on...". Making these clear will help EAL pupils follow the direction of your lesson.



7. Confirm understanding. Don't assume that EAL pupils always understand what you are saying, even if they appear to do so. They may not be familiar with school customs and procedures yet. They may be shy or embarrassed to admit they do not understand in front of other pupils.
8. Don't directly correct the grammar or pronunciation of what EAL pupils say in front of a class. This may result in embarrassment and therefore less participation. Reformulate the errors in the language so they hear a correct version, e.g. in a question to another pupil.
9. Learn about your EAL pupils. Find out about their cultural backgrounds and experiences. Ask your pupils to share their experiences as they can enrich the lives and learning of all your pupils and help to celebrate diversity e.g. ask the EAL pupil to read aloud a composition they have written about their lives in their homeland.
10. Remember "All teachers are language teachers!" You can play an enormous role in helping EAL pupils successfully integrate and feel welcomed into the school community as well as assist in their language development.

Review Date: October 2012