



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Typical EAL (ESOL) Learner Profile and the Implications for the BSM

The BSM educates pupils with a wide range of language abilities from differing national and social groupings. This gives rise to the need for English as an Additional Language (EAL) support across the school, both in class and EAL withdrawal classes. EAL pupils often have experience in different educational systems and gaps in knowledge may well exist as a result. Programmes therefore, are flexible and cater to the individual needs of the pupils.

As part of the initial entrance assessment, pupils from a non-native speaking background are usually assessed so as to establish whether EAL provision is necessary and the likely amount of language support required. Further to this pupils will be assessed at the beginning of the school year to ensure that they are placed on the appropriate EAL programme.

In addition a sizable group of second-language learners comes from the Italian community. These pupils will often be very fluent, but may well require support in writing, technical vocabulary and language processing and scaffolding in order to fully access the curriculum.

Rationale and Aims

English is the medium of communication and learning at the BSM and the mission of the EAL Department is to enable all pupils who are learning English as an Additional Language (EAL) to acquire the necessary language skills required for day to day participation as well as academic success in all aspects of the curriculum.

A specialised team of EAL teachers work closely to develop and deliver personalised programmes. EAL is taught across Key stages 1, 2 and 3; in Key Stage 4 we offer the IGCSE ESL course and in Key Stage 5 an Academic Writing programme is available.

Departmental Aims

- to provide personalised programmes for all EAL pupils in order to enable them to access mainstream subjects and integrate successfully into the BSM community
- to provide a learning environment where students feel confident in expressing themselves in English
- to enable students to reach their full potential and participate fully in all subjects through the use of English
- to raise the level of EAL-informed teaching in mainstream classes, by offering INSET and support to the wider school

The majority of our pupils have varying degrees of EAL requirements if we include those who are mainstreamed but do not have English as a first language. This means that the EAL Department must endeavour to provide a range of courses that focus not only on traditional EAL requirements, but seek also to provide more specialised EAL courses and support in mainstream classes.



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Pupils learning English as an Additional Language have skills and knowledge about language similar to monolingual children. They have content knowledge of subjects studied that they may not be able to express. The EAL Department and the wider school recognises and actively differentiates between content knowledge and linguistic ability. The ability of pupils to participate in the full curriculum may be well in advance of their communicative skills in English and this is acknowledged.

In seeking to reach a maximum number of learners, EAL teaching also provides language courses for fully mainstreamed pupils in the Senior School, such as Academic Writing, that recognise the need for specialised and more advanced technical learning opportunities.

Entrance Assessment and Further Tracking

Entrance Assessment

All Senior School applicants who do not have English as their first language or their principal language of communication should expect to be assessed by an English language specialist on entry, in order to determine their level of English proficiency for appropriate placement and grouping.

In Key Stages 3 to 4 assessments are used to determine a pupil's linguistic ability. The assessment includes a reading and writing component that should not exceed 60 minutes and, where possible, a face-to-face interview conducted in English. As academic English is the main focus in school the freer writing component of the assessment is considered to carry most weight.

In PS a judgment about the need for an assessment is made by the interviewer. If reports indicate a level of proficiency sufficient to learn well in a classroom situation, then no assessment is required.

In Key Stage 1 and 2 pupils are generally assessed using Cambridge ESOL exams, including oral assessments and additional writing samples where appropriate.

Further tracking

In Key Stages 3 to 4, as well as completing formative assessment in lessons, EAL pupils complete summative assessment at the end of each term. At this point a decision is made as to whether the student's EAL provision should be reduced, increased or discontinued. All entrants into Year 7 are assessed at the start of the year on their level of vocabulary and grammar. All Senior School EAL students are tracked using the Bell Foundation's EAL Assessment Framework for Schools.

In Key Stages 1 and 2 pupils are continually assessed using the NASSEA EAL assessment framework. The framework covers four skills reading, listening and understanding, speaking and writing and pupils' move across 7 steps. Throughout the school year, samples of pupils' work from both EAL and mainstream classes are collated and there is a regular dialogue between teachers to monitor their progress across the steps. Once reaching step 6 or above on all four skills pupils generally no longer need EAL support.



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There may be occasions when a pupil who is struggling with mainstream study will be required to rejoin an appropriate EAL programme. Although parental concerns are considered, the final decision on placement is made by the Head of the Primary School or the Deputy Head (Academic) for the Senior School, on the informed recommendation of the Head of EAL Primary School or the Head of EAL Senior School.

Referral procedure

Where teachers have concerns regarding a pupil's language proficiency, they should:

- Contact the Head of EAL who will arrange an EAL assessment
- Following assessment the Head of EAL, relevant EAL teaching staff and the mainstream teacher will discuss whether the student's level is due to language-related difficulties or if other factors such as SEN or attitude are also having an effect
- Based on this discussion (and assessments), the pupil would be either offered EAL support and/or SEN support
- Parents will be informed of the provision to be offered

Exit procedure

Primary School

In Key Stages 1 and 2 pupils are continually assessed using the NASSEA EAL assessment framework. The framework covers four skills reading, listening and understanding, speaking and writing and pupils' move across 7 steps. Throughout the school year, samples of pupils' work from both EAL and mainstream classes are evidenced and there is a regular dialogue between teachers in order to monitor their progress across the steps. Once reaching step 6 or above on all four skills pupils generally no longer need EAL support.

Senior School

Once a pupil has reached the expected exit level a discussion is held between EAL and mainstream staff to confirm that the pupil is adequately accessing the curriculum. The pupil is then placed at EAL Stage 3 (pupils who will still benefit from ESL mainstream teaching and in-class EAL support, but would not be withdrawn for intensive EAL).

English as an Additional Language (EAL) Programmes

Primary School

In the Primary School EAL provision is tailored to meet the needs of individual pupils and is focused around a mixture of targeted withdrawal support and in-class support. The emphasis for children starting the school with low levels of English is to provide them with survival language so that they can integrate and socialise successfully throughout the school day. As their English improves the emphasis moves to helping students learn low frequency subject specific vocabulary, improving grammatical accuracy and being able to write successfully in different styles and genres.

A variety of materials is used when providing EAL support in the PS, this means there is a degree of flexibility to meet individual needs. Through discussion EAL and mainstream teachers decide at which points during the term it is more



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effective to support pupils in-class to ensure that they continue to progress. In Key Stages 1 & 2 pupils receive EAL support through 3 different packages Gold, Silver and Bronze. Each package includes a mixture of targeted withdrawal EAL lessons, in-class support and online English lessons.

All 3 packages, Gold, Silver and Bronze contain:

- **Withdrawal lessons** which are targeted to match the needs of the pupil and will likely cover areas such as survival English, grammar for writing and curriculum topic vocabulary
- **In-class support** which is usually given during literacy lessons and the EAL teacher will work with the mainstream teacher to provide activities to scaffold the pupil's learning in the mainstream class
- **Online lessons which** focus on 3 key areas; survival English, curriculum content and phonics

Senior School

- **KS3: Literacy Courses** develop all four language skills with a great emphasis on successful communication. The pupils access a wide range of essential genres, with the emphasis shifting toward reading and writing skills. In Key Stage 3 courses are based on literacy packs which focus on familiar school topics while also drawing on mainstream outcomes and content wherever possible. There is also an emphasis on graded reading which looks to develop pupils' knowledge of English literature more widely. Additional resources are taken from appropriate published materials
- **EAL Topics** that focus specifically on the language and skills required to access mainstream subject areas (History, Geography, Science and English Literature). These courses have a more academic focus with reading and writing a priority. During this time pupils have a range of learning opportunities that include supported mainstream classes, appropriate withdrawal and extensive academic language provision
- **KS4: IGCSE/ESL** which assesses pupils' ability to use English as a medium of practical communication, and is aimed at students for whom English is not their first language/mother-tongue but for whom it is a lingua franca or language of study. These courses are offered to Key Stage 4 pupils as an alternative to the first-language English IGCSE
- **KS5: Writing for Academic Purposes** is offered to fully mainstreamed learners who require extra support. These courses are offered to Key Stage 5 pupils at appropriate times on the timetable or on a self-access basis via an appropriate learning platform.

In the Key Stages 3 and 4 EAL pupils are streamed into three categories:

Stage 1 Pupils who are withdrawn for up to eleven periods a week (up to ten periods in the Primary School) so that they can receive direct language instruction. Where appropriate these pupils are also supported in the mainstream by specialist EAL staff.

Stage 2 Pupils who are withdrawn from mainstream classes for up to 8 periods per week and are supported in class by EAL-informed mainstream teaching.



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Stage 3 Pupils who have a high level of language, but who still benefit from EAL/ESL-informed mainstream teaching and academic language courses.

Primary School

Three packages are offered depending on the pupil's English level they are;

- **Gold** - Level = NASSEA Step 1-3 (CEF A0- A2+)
- **Silver** – Level = NASSEA Step 3- 5 (CEF A2+ - B1)
- **Bronze** – Level = NASSEA Step 5 – 7 (CEF B1 – B2)

Senior School

The information gained from assessments is used to set the pupils' level and formulate appropriate teaching groups. In Senior School EAL pupils targeted for support are those who remain below the stipulated level for the appropriate key stage. Levels which we refer to are the CEFR levels.

- **Key Stage 3:** all Year 7 pupils who are at CEF Level B1 or below and all Year 8-9 pupils who are at CEF Level B2 or below;
- **Key Stage 4:** all pupils who are at CEF Level B2.2 or below will be placed on the IGCSE/ESL programme-
- **Key Stage 5:** On further monitoring and/or with the recommendation of staff, pupils may be placed on this course throughout the academic year.

Stage 1	Stage 2	NASSEA EAL Assessment Framework	Approximate CEF equivalent
Y7 Stage 1		Step 3	A2.2
Y8 Stage 1	Y7 Stage 2	Step 4	B1
Y8 Stage 1	Y7 Stage 2	Step 5	B1
Y9 Stage 1	Y8 Stage 2	Step 6	B1.2
	Y9 Stage 2	Step 7	B2
		Step 8	C1

Number of Periods of EAL Support for Each Year Group

Primary School

The EAL provision differentiates between Gold, Silver and Bronze packages.

- **Gold** = approximately 8 -10 periods of support
- **Silver** = approximately 5 – 8 periods of support
- **Bronze** = approximately 1 – periods of support



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Gold package pupils will not take Italian and will receive EAL provision during Italian lessons.

Silver package pupils will usually take Italian, however, this is at the discretion of the EAL and mainstream teacher and on occasion it may be preferable to receive EAL provision this time.

Bronze package pupils will take the full Italian programme.

Key Stage 3

Stage 1 pupils receive up to 11 periods each week. Stage 2 pupils receive between 5 and 8 periods of support each week. These lessons take place during literacy intensive subjects such as French, History and Geography or, where appropriate, English.

Key Stage 4

EAL classes will be provided, at additional cost, for pupils in order to help their development in English where this is a barrier to them accessing the curriculum.

Some pupils may be advised to take the IGCSE in English as a Second Language (ESL) instead of the English Language and Literature GCSE.

At the end of Key Stage 3 the Head of Faculty for English will refer any suitable candidates for the IGCSE in ESL to the Head of EAL. In consultation with the Deputy Head (Academic) and the Head of Faculty for English, the Head of EAL will also review the suitability of any further mainstream pupils in Year 10 once they have taken their mid-year English exams at the end of the first term of Key Stage 4.

Key Stage 5

Pupils are identified at the end of Year 11 or on entrance into Year 12 as requiring help with writing will take an intensive Academic Writing course. This course is arranged in conjunction with the Director of IB.

Related Policies:

Language Policy

SEN Policy