



STONYHURST

Academic Year 2020 – 21

EAL POLICY

Name of Policy:	Cross Campus EAL Policy
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Revised by:	<ul style="list-style-type: none">• The College Head of Faculty Learning Support (SENDCo)• The College and SMH Heads of EAL Departments
Approval Body:	The Executive Team
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Location(s) where Policy can be found	<p><input checked="" type="checkbox"/> ISI Portal</p> <p><input checked="" type="checkbox"/> Stonyhurst Website</p> <p><input checked="" type="checkbox"/> Intranet</p> <p><input checked="" type="checkbox"/> Hard copies in the following rooms:</p> <ul style="list-style-type: none">❖ Compliance & Legal Support❖ Headmaster's PA❖ SMH Headmaster's PA❖ Bursar's PA

AMDG

English as an Additional Language (EAL) Teaching and Learning Policy

This policy outlines the school's aims and strategies to support EAL pupils.

Aims:

The school is committed to providing appropriate teaching and learning resources for EAL pupils and to striving to ensure that each pupil achieves their potential.

The school aims to:

- Ensure that EAL pupils are able to become confident and fluent in reading, writing, listening and speaking in English in order to fulfil their full potential
- Recommend and encourage whole-school teaching and learning strategies to ensure that EAL students are able to access the curriculum
- Recognise, welcome and value the cultural, linguistic and educational experiences that EAL pupils bring to the College
- Provide appropriate resources for the breadth of abilities amongst EAL pupils at the College
- Ensure that EAL pupils have the opportunity to overcome any barriers to learning and assessment through appropriate differentiation and support.

Objectives of the school's EAL provision:

- To effectively assess the skills and needs of EAL pupils and provide appropriate provision throughout the school
- To ensure that teachers have the knowledge, skills and resources to be able to support and adapt materials for students with EAL
- To monitor the progress of EAL pupils and use the data to make decisions about classroom management and curriculum planning

Stonyhurst Context

The EAL pupils at Stonyhurst come from a variety of cultural and linguistic backgrounds and are at various stages in their English language development. Most of the EAL pupils have previously attended school in the UK or their home country and are therefore assumed to be literate in their first language.

The number of pupils who attend EAL classes in each year group can be found on the EAL Register. The pupils range from beginners to those who are in the more advanced stages of language acquisition,

and their reasons for studying at St. Mary's Hall and Stonyhurst College are varied. In addition, whilst many of the EAL pupils may appear fluent in conversational language, they still need support and guidance when dealing with the academic language required in the curriculum.

New Pupils

The Admissions department are encouraged to establish the level of English proficiency of new pupils. Often, children have been previously assessed via Cambridge English pathways or have an equivalent EAL qualification i.e. IELTS.

When EAL pupils start at the College, they are normally assessed within the EAL Department and information is collated with regards to their:

- Linguistic background and competence in other language(s)
- Previous educational experience
- Current performance in reading, writing, listening and speaking in English

The level of support for EAL pupils is determined on individual need and pupils are included in the majority of mainstream lessons from the outset (further details of provision can be found in the Department Handbook).

Key Principles of Additional Language Acquisition

- EAL pupils are entitled to the full National Curriculum programme of study, and all teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity as individuals, and pupils should be encouraged to maintain their home language and use it in the school environment where appropriate.
- Although most pupils are able to quickly acquire the ability to communicate on a day to day basis in English, the level of language needed for academic study is much more complex and therefore requires continuing support throughout their studies.
- Language develops best when used in meaningful contexts across the curriculum (i.e. within the mainstream classroom).
- The language demands of learning tasks need to be identified and included in the teachers' planning for teaching and learning.
- Teaching staff play an important role in the 'modelling' of language by providing oral and written examples of academic English within their subject area.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment

All EAL pupils are entitled to access assessments as required and if they are adequately prepared for them. Progress in the acquisition of English is regularly assessed and monitored by the Head of EAL. Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition. Progress of pupils will be reported as per the school's assessment and reporting cycle.

Teaching Strategies

It is important that staff are meeting the needs of the pupils and engage with continued CPD to enhance teaching and learning opportunities for EAL pupils in their care. Below is a non-exhaustive list of teaching and learning strategies to support EAL learners. Further support is offered by the Head of EAL.

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve meaningful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, graphic organisers.

Resources and training

- The College's EAL Department provides appropriate and varied resources for language acquisition at all levels of development.
- Details of individual EAL pupils and advice for supporting them in the mainstream classroom can be found on the EAL Register and in additional documents which are located in the EAL folder under Staff Resources.
- Each Department is responsible for developing suitable resources for EAL learners which are relevant to their curriculum area
- Staff are encouraged to share good practice and ideas to promote the progress of EAL pupils within their subject.
- Whole staff training to promote the effective teaching and learning of EAL pupils is part of the Stonyhurst an St. Mary's Hall CPD training program.
- Training should continue to be cross-campus.

EAL with Disabilities and/or, Special Educational Needs and those who are More Able

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to school's SEN provision. EAL pupils identified as Gifted and Talented have equal access to school's provision.

This policy is to be reviewed annually by the EAL Co-ordinators with the Head of Faculty.

LDS