

English as an Additional Language Policy

Brooke House College

2021/22 Version

1 Introduction

- 1.1 The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in schools. Nationally, over 25% of pupils are from an ethnic minority background and almost one in six pupils speaks English as an additional language.
- 1.2 The term English as an Additional Language (**EAL**) is used when referring to pupils whose main language at home is a language other than English. The Department for Education (DfE) defines 'first language' (or main language) as the language to which a child was initially exposed during early development and continues to be exposed in the home or in the community.
- 1.3 A child must not be regarded as having a learning difficulty solely because the "*language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home*" (section 20(4) of the Children and Families Act 2014). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the College's academic criteria.
- 1.4 Here at Brooke House College, the number of pupils whose first language is not English is considerably above the national average. This policy sets out the College's aims, objectives and strategies with regard to the needs and skills of those pupils.

2 DfE Guidance

2.1 EAL in the Curriculum

Through policy and practice, the College expects effective teaching and learning for EAL to take place within the curriculum:

i) Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

ii) The ability of pupils for whom English is an additional language to take part in the curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Department for Education (last updated 2014): The national curriculum in England Framework document: for teaching

2.2 Teacher Standards

EAL is mentioned specifically in Teachers Standards: Guidance for school leaders, school staff and Governing Bodies (DfE, 2011), section 5. **Adapt teaching to respond to the strengths and needs of all pupils** but there is relevance to teaching and learning for EAL learners throughout the standards.

Teachers should:

have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

3 Aims and objectives

- 3.1 To welcome and value the cultural, linguistic and education experiences that pupils with EAL bring to the College.
- 3.2 To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- 3.3 To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
- 3.4 To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the College.
- 3.5 To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- 3.6 To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- 3.7 To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4 Strategies

- 4.1 Pupils with EAL will be assessed on their arrival to the College to identify the initial level of provision required. Additional tuition in English may be provided through the College Intensive English Programme until the pupil is integrated into the mainstream curriculum.
- 4.2 The College will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- 4.3 Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required. Detailed information on EAL provision at Brooke House appears in Appendix 1 below. The College will ensure that:
 - 4.3.1 All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff.
 - 4.3.2 Training in planning, teaching and assessing EAL pupils is available to staff.
 - 4.3.3 The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.
 - 4.3.4 Any bullying related to a pupil's EAL needs of which the College becomes aware will be dealt with in accordance with the College's anti-bullying policy.
- 4.4 All teaching staff can assist by:
 - 4.4.1 Be knowledgeable about pupils' abilities and needs in English and other subjects.
 - 4.4.2 Ensure the pupil's name is pronounced correctly and that he or she is included as much as possible.
 - 4.4.3 Use this knowledge effectively in curriculum planning, classroom teaching and grouping.

- 4.5 Any concerns about the well-being of a pupil with EAL should be referred to the relevant Head of Faculty & Vice Principal.
- 4.6 If the College has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the College will refer to the sections in the special educational needs policy.

Authorised by	resolution of the Board of Directors
Signed	
On behalf of the Board of Directors	
Date	August 2021

Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
May 2016	RC / StF /RP / MCO	Updated as part of College review of all statutory policies – Spring 2016.	Dropbox – SMT – Policies Final
July 2018	MCO	Updated as part of College review of all statutory policies	Dropbox – SMT – Policies Final
July 2021	MCO	Updated to reflect change in CAIE examinations	Dropbox – SMT – Policies 2021-2022

Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
July 2017	MCO	July 2018
July 2018	MCO	July 2019
July 2019	MCO	July 2020
July 2020	MCO	July 2021
July 2021	MCO	July 2022

APPENDIX 1

English as an Additional Language (EAL) at Brooke House College

At Brooke House, we have four main strands to our curriculum programme.

- 1) Traditional GCSEs leading to A Levels
- 2) University Foundation Programme
- 3) Intensive English Programme
- 4) The Football Academy

GCSE, A Level and UFP. Here pupils have demonstrated sufficient expertise in English to allow them to access the courses on offer. However, continued individual and group support is available where needed or requested. In accordance with satisfying Teacher Standards, staff prepare posters with key words explained, a departmental glossary with spellings and explanations and adopt other approaches and strategies to enable teaching and learning. These strategies are reflected in the lesson planning and with differentiated work. In addition to their academic subject programme, pupils will also aim to pass IELTS in order to enter university.

Intensive English Programme. Pupils entering this course have in some cases used recognised English Assessments to demonstrate their ability. UKiSET, Cambridge English online etc. Brooke House College requires pupils entering the College to sit a baseline English test and will be interviewed by our admissions staff so that appropriate starting points can be established for the intensive English programme, which is to be embarked upon.

The pupils will be entered into the programme according to assessment and will embark upon appropriate courses based on the assessment. Targets are set to follow courses leading through the Young Learners Exam [level A1], Key for Schools exam [level A2], Preliminary for Schools exam [level B1], First for Schools exam [level B2], Cambridge Advanced exam [level C1] and Cambridge Proficiency exam [level C2], with the ultimate aim to obtain a suitable IELTS score to secure entry to university. Pupils may enter anywhere along the pathway according to ability. Those, whose English advances sufficiently, can transfer from the Intensive English course to study in either strand 1 or 2 above or possibly move to another educational institution. The hierarchy of English progression is shown in the table below

- Young Learners (CEFR Level A1);
- Key for schools exam (CEFR level A2);
- Preliminary for schools, (CEFR Level B1);
- First for schools exam (CEFR level B2);
- Advanced, (CEFR level C1); and
- Proficiency, (CEFR level C2).

The CEFR is a very practical way to show how learners progress through the levels. It describes the things that learners **Can Do** at each level. Here are some examples.

CEFR level	Listening skills	Speaking skills	Reading skills	Writing skills
	<i>This example is about having a social conversation</i>	<i>This example is about buying items in a shop</i>	<i>This example is about reading postcards/letters</i>	<i>This example is about writing letters/messages</i>

A1	Can take part in basic, factual conversations. For example, <i>'Where does your rabbit live?' 'It lives in my garden.'</i>	Can go to a shop where goods are on display and ask for what they want. For example, <i>'Can I have this drink, please?'</i>	Can understand simple information from a penfriend. For example, <i>'My name is Anita. I'm 16 and I go to school in Brazil.'</i>	Can write a simple message saying where they have gone and what time they will be back. For example, <i>'Gone to school. Back at 5 p.m.'</i>
A2	Can take part in 'small talk' and express simple opinions. For example, <i>'This looks like a good party.'</i> <i>'Yes, and everyone's wearing funny clothes.'</i>	Can ask for what they want and exchange basic information with other customers. For example, <i>'who was first in the queue.'</i>	Can understand letters with simple descriptions of people, events, ideas and opinions. For example, <i>'I am sad because it is raining.'</i>	Can write a short letter with basic factual information. For example, their name, age, where they live, etc.
B1	Can take part in a casual conversation for a reasonable period of time. For example, <i>'How was your camping holiday this year? Did you get washed away in all that rain?' 'When we got there the campsite was closed because of flooding. But we were really lucky – the holiday company offered us a cottage instead for the same price.'</i>	Can go to a counter service shop (where goods are not on display) and ask for most of what they want.	Can understand letters with a range of personal opinions.	Can write simple letters stating facts and events.
B2	Can take part in conversations on a range of topics. For example, conversations about events currently in the news.	Can bargain for what they want and ask effectively for a refund or exchange an item.	Can understand what is said in personal letters, even where colloquial (informal) language is used.	Can write letters expressing opinions and giving reasons.
C1	Can take part in conversations on a range of abstract topics with a	Can deal with complex and sensitive	Can read quickly enough to cope with	Can write letters on any subject with good expression and

good amount of fluency
and a variety of
expressions.

transactions.

an academic course.

accuracy.

The International English Language Testing System (IELTS) is a test that measures the language proficiency of people who want to study or work in environments where English is used as a language of communication. An easy-to-use 9-band scale clearly identifies proficiency level, from non-user (band score 1) through to expert (band score 9). This test is British Council approved and is required in order to gain entry to British universities. IELTS, (CEFR level B1 – C2) assesses all of pupils' English skills — reading, writing, listening and speaking, and is designed to reflect how they will use English in their studies.

Football Academy. Pupils within the Football Academy will, by default, also be enrolled in either strand 1, 2 or 3 and as such follow programmes as outlined above when in the classroom. Whilst training or in competition, strategies have been put in place to explain technical, sporting and physiological terms by demonstration and translation

The Head of EAL and the SENCo work closely with each other and co-ordinate support and provision to enable effective and successful teaching and learning. They supply resources to secure high quality teaching and learning and deliver INSET to the staff as well as providing the strategic lead in this area. Policies are reviewed in line with best practice and the Equality Act. The Head of EAL is responsible for:

- Overseeing the day-to-day operation of EAL;
- Liaising and advising staff;
- Managing the staff with respect to EAL;
- Co-ordinating the provision and resources for pupils;
- Keeping pupil records;
- Liaising with parents, guardians and staff;
- Delivering INSET for staff;
- Liaising with external agencies.