



## **POCKLINGTON SCHOOL FOUNDATION ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

### **INTRODUCTION**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language (EAL) this includes recognising and valuing their home language and background. As a Foundation, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach towards the curriculum, promoting awareness and acceptance of race and language differences, to ensure that EAL pupils are involved in all aspects of school life.

### **KEY PRINCIPLES OF EAL ACQUISITION**

- EAL pupils are entitled to the full curriculum as offered by the Foundation and all teachers have a responsibility for developing English language skills as well as teaching the subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding will not be assumed but be made explicit.
- Although many pupils acquire the ability to communicate well verbally in English in daily interactions quite quickly, the level of language, especially written work, needed for academic study is much deeper and more detailed and can require continued support for a number of years.
- Language develops best when used in purposeful contexts across the curriculum. Any withdrawal of EAL learners from the mainstream classroom will be for a specific purpose, time limited and linked to the work of the mainstream class; there should be regular and constructive communication between the class teacher/subject teacher and the EAL support teacher with integrated planning occurring, where appropriate. Open lines of communication are vital in this process.
- A clear distinction will be made between EAL and Special Educational Needs. At Pocklington Prep School, EAL learners may sometimes be nurtured within the Learning Support Department under the specific guidance of the EAL Department if that is required. It is recognised that younger EAL learners will require far less intensive 1:1 support than those further up the school and more in-class support.

### **[i] Aims**

#### **The department will seek to facilitate:**

- Access for all EAL students to the full academic curriculum.
- Successful preparation for appropriate external qualifications – FCE (First Certificate in English), IGCSE in ESL, IELTS and PET.
- Wholesome social interaction with English-speaking students.
- Fulfilment of academic potential of all EAL learners within the Foundation.
- The fostering of a supportive environment which gives recognition to the personal and cultural adjustments that EAL learners have to make when living and studying in the UK.

#### **The department will seek to support teaching staff:**

- To see that they are ALL EAL teachers, and that good teaching practice means that what is good for an EAL learner is good for any student within the Foundation.
- To nurture these international students within their classrooms and boarding houses.

### **[ii] Procedure**



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### **We recognise that it is important to gather information about:**

- Pupils' linguistic background and competence in other languages
- Pupils' previous educational experience
- Pupils' family and biographical background

### **Early Years Foundation Stage**

The Early Years framework requires all settings to ensure that there is equitable and inclusive provision for all our children. Irrespective of children's home language, children in the EYFS will have the opportunity to experience a challenging and enjoyable programme of learning and development.

### **Early Years practitioners at Pocklington Prep will:**

- Recognise that children learning EAL are as able as any other children, and the learning experiences planned for them should be no less challenging.
- Provide vital additional visual support for children learning English and use illustration and artefacts to support and enhance their learning experiences.
- Accept that many very young children will go through a 'silent phase' when learning a new language; this may last for several months but is not usually a cause for concern and is not a passive stage as learning will be taking place.
- Acknowledge that understanding is always in advance of spoken language and that it is important that children at Foundation Stage do not feel under pressure to speak until they feel confident. Practitioners will, however, continue to talk to the children with the expectation that they will respond.

### **Prep School practitioners at Pocklington Prep will:**

- Provide the same supportive environment as in the Foundation Stage.
- Incorporate the needs of any EAL learners in their classroom within their own planning structure. Specific differentiation should be recorded on all planning documentation.
- Seek the advice and support of the EAL Co-Ordinator in the first instance. This support may also extend to the broader EAL Department if considered necessary.
- Consider the particular needs of the EAL learner as the Pocklington School Entrance Examination draws closer and daily teaching sessions focus more specifically on that assessment.

### **The EAL Department of Pocklington School will:**

- Complete a pupil profile for every student new to the school, years 7 – 13, to assess exactly which students may be at a linguistic disadvantage within the mainstream curriculum. This survey is designed to pick up on bilingualism issues which may lead to linguistic challenge for the students concerned.
- Conduct the Oxford Online Placement Test by 1st Exeat of the Michaelmas Term for all students for whom English is not a first language. At point of entry all such students will also have had a baseline test of competence.
- Conduct the Test for any students who enter the school at other times through the school year.
- Record all Placement Test results on the electronic EAL register for staff reference. This document is reviewed termly and is found on Firefly and iSAMs.
- Provide EAL support as set out in Appendix 1.

### **[iii] Responsibilities**

#### **The International Admissions Officer:**

- Arrange entrance testing for each international applicant and liaise with the Headmaster and Deputy Head (Academic) regarding the offering of places.
- Be involved in the entry assessment of any potential EAL learners into Pocklington Prep. He/she will conduct a Skype interview alongside the Assistant Head (Academic) at Pocklington Prep if this is considered appropriate.



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**The EAL Co-Ordinator will:**

- Oversee the Placement Testing and subsequent allocation of EAL support as deemed necessary.
- Co-ordinate the resourcing of the Department and the allocation of EAL trained staff to students.
- Keep all educational records for the students (the EAL Register) up to date and to ensure that more specific linguistic needs of each international student are met.
- Deliver some of the EAL teaching and manage colleagues who assist with the weekly allocation of EAL support.
- Present to the Heads of Department Committee if there are issues to share/discuss in that forum in liaison with the Deputy Head (Academic).
- Liaise regularly with staff at Pocklington and Pocklington Prep School regarding the progress, well-being, and educational requirements of any EAL learners from Reception to U6.

**The EAL Co-Ordinator is:**

- Line managed by the Deputy Head (Academic) of Pocklington School and will meet with him/her on a regular basis to discuss EAL provision within the Foundation.

**Oversight of EAL policy is undertaken by the Governors Education Committee and will be undertaken by the Deputy Head (Academic) in January/February of each academic year.**

**Policy written and reviewed by:**

**Wendy Wright [EAL and Overseas Co-ordinator] and Joanne Kay [Head of Pre-Prep], May 2013**

**Laura Powell [Director of Teaching and Learning], June 2013**

**Laura Powell [Director of Teaching and Learning], January 2014**

**Alex Ward, Change Lyndhurst to Pocklington Prep July 2014**

**Laura Powell [Director of Curriculum], February 2015**

**Alexandra Chenery [EAL Co-ordinator] September 2016**

**Laura Powell [Curriculum Director], October 2017**

**Alexandra Chenery [EAL Co-ordinator] September 2018**

**Alexandra Chenery [EAL Co-ordinator] September 2019**

**Alexandra Chenery [EAL Co-ordinator] September 2020**

**Laura Powell [Deputy Head Academic] September 2021**

**Reviewed by Laura Powell [Deputy Head Academic] September 2022**

**Martina Flint [EAL Co-ordinator] Jan 2023**



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**APPENDIX 1: Structure of EAL support**

Year Group	Pupil Profile at Point of Entry	Oxford Placement Test	Withdrawal from mainstream lessons	Accredited Course	Course Material	Approximate number of lessons required per week	Support within mainstream classrooms
Pocklington Prep Years R – 6	[Symbol]	[Symbol] Oxford Young Learners Placement Test.	Liaison with EAL coordinator. Probably English/MFL.	[Symbol]	[Symbol]	1-2 x 50 minute lesson/s	[Symbol] Mainly English
Pocklington 1 & 2 Year	[Symbol]	[Symbol]	Very Limited, if at all. Full MFL entitlement to be accessed where possible.	Cambridge Global	Cambridge Global	1-3 (1 <sup>st</sup> Year) 2-3 (2 <sup>nd</sup> Year)	If requested by subject teachers
Pocklington 3 Year	[Symbol]	[Symbol]	[Symbol]	Cambridge Global	Cambridge Global	3	If requested by subject teachers
Pocklington 4 & 5 Year	[Symbol]	[Symbol]	[Symbol] for FCE (1 of option subjects)	[Symbol] FCE or IGCSE in ESL (1 of option subjects)	Cambridge iGCSE or IGCSE Cambridge materials	3	If requested by subject teachers
Pocklington L6 & U6	[Symbol]	[Symbol]	EAL support should be possible within timetable framework	[Symbol] IELTS or subject support in ESL if considered necessary	IELTS endorsed resources	1-2	If requested by subject teachers