

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Prior Park Gibraltar

Policy Owner SENCo	Applies to Prior Park Gibraltar (PPSG)	Superseded documents EAL Policy v1
Associated documents Equal Opportunity Policy Curriculum Policy Safeguarding Policy SEND Policy Academic Intervention Policy Assessment, Tracking and Reporting Policy Teaching and Learning Policy	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 24 September 2024	Legal Framework Equality Act 2010 KCSIE 2024

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees (if applicable)

Last reviewed by:	SENCo, Head of Learning Support Department (Mrs Joelle Valverde)
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Approved by Trustees:	Approved by PPSG SLT
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1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. It is a company limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

2. Scope

It is fundamental to the principles of Prior Park School Gibraltar that the contribution by international students is valued as a positive enhancement to the strength and diversity of the education afforded to students under our care.

Provision is made across PPSG for students whose first language is not English. EAL students are guided towards a rapid understanding of reading, writing, speaking and listening in English to enable them to access the curriculum more easily and converse with their fellow students, teachers, and the wider community.

3. Prior Park Gibraltar Learning Support Department

Prior Park School Gibraltar (PPSG) caters for 54 students from various countries, including Spain, India, China, Israel, Ireland, Finland, France, Australia, Netherlands, Germany and Italy. International students can make up around 23% of students at our school. Students are able to start at secondary school, between the ages of 11 and 17, with no or little knowledge of English and take their GCSE and A level examinations before going on to a British university.

4. Learning Support Department Aims and Objectives

- To provide international students with language skills of life-long value, specifically to improve their communicative ability in speaking, listening, reading and writing in English.
- To develop in students the confidence and motivation to take advantage of the academic, social and cultural opportunities offered by PPG.

- To ensure that students are given the best opportunity to reach their potential in all curriculum areas by reducing the barrier of language and to support students in curriculum subjects where the lack of English is impeding progress.
- To provide a happy, relaxed and caring atmosphere to ensure that students settle into the school as soon as possible and have a stimulating and enjoyable experience of a British education.
- To ensure that there is regular and effective liaison between everyone involved in the teaching and care of EAL students. This may include attending departmental meetings, observing EAL students in mainstream classes, designing and delivering teacher development sessions, informal advice to colleagues, preparing SSPs and reports, liaison with pastoral staff, etc.
- To share knowledge about students' abilities and needs in English and encourage teaching staff to use this knowledge effectively in planning, teaching and student grouping.
- To assist and inform the pastoral care of EAL or ESL students. The teaching of language involves close personal relationships, and staff are therefore well placed to play an important role in the pastoral care of these students.
- To liaise with parents. EAL staff regularly communicate with EAL students' parents. This role in supporting the students and liaising between members of staff and parents is of vital importance and one of the most effective ways that the department can contribute to the schools as a whole.
- To prepare students for the next step in their education, whether progression within the school or to other schools or colleges. This may involve offering advice about students' academic work, subject choices, study skills, personal statements for UCAS forms, university choices, references, etc.
- To assist the admissions team by assessing the applicant's level of English.

5. Teaching & Learning

EAL classes at Prior Park Gibraltar are organised as follows:

- In Y7, Y8 & Y9, Learning Development Programme classes are timetabled within the school day. These classes are optional but recommended to EAL students within the early years of secondary education in order to build English Language skills sooner rather than later. A modern foreign language subject (French) is substituted for this class which takes place once a week, should the child be willing to receive this additional support. Should the child need further support, extra group or 1:1 interventions can be arranged if school resources permit. They are taught in a small group, focusing on improving their general communicative competence in the skills of listening, reading, writing and speaking, as well as English grammar and vocabulary development.
- EAL students may be offered LSA support in mainstream lessons, as appropriate.
- At GCSE level (Y10 & Y11), EAL students usually prepare to take mainstream English language and Literature. There are possibilities of looking into alternative courses such as Edexcel iGCSE in English as a Second Language if appropriate.
- Private or small group tuition is provided for students where a need is identified by the school, the parents, or the student themselves. This may be to work on a specific linguistic weakness such as writing skills but may also be to support the student's work in mainstream subjects, often those subjects with a heavy load of unfamiliar vocabularies such as Geography, Religious Studies, Economics or Psychology.
- Private classes scheduled outside of the regular timetable are charged additionally and in line with the LSA handbook.
- Setting and marking of work are done in accordance with general school policy.

It is the policy of the Learning Support department that the curriculum will integrate with and support the mainstream curriculum that EAL students' study.

- Each student has a Student Support Plan (SSP) which is accessible to all staff.
- The Induction Programme for new teachers includes a session on Supporting SEND/EAL students in their Academic Studies.

6. Pastoral support for EAL students

- Upon starting at PPSG, the student will have a mentor who will help them to settle in and find the way around the site, as well as adjust to the daily routines of the school.
- The Learning Support Department, with support from relevant staff (e.g. Deputy Head Academic, Head of Sixth Form, HoH's), will ensure that EAL students understand the complexities of the UK education system, including external examinations and qualifications, as well as entry to higher education and careers.
- Tutors will go through weekly routines, including timetables, calendars, school rules and systems.
- Academic guidance on such matters as homework, revision, coursework requirements, who to ask for help etc., will be carried out by the Learning Support department with the support of relevant tutors.

7. During Term Time

- It is the responsibility of the six Heads of Faculty and subject teachers to ensure that EAL students are given clear and appropriate advice on study skills in their chosen subjects. This should take place ideally at an early stage. It is equally important that teachers are sensitive to the special needs of EAL students and ensure that due differentiation takes place. The Learning Support department stands ready to advise as required. All teachers are expected to be familiar with the EAL policy, as well as be aware of who the EAL students are.
- The EAL team supports tutors in advising students at key moments, such as when choices are made for GCSE and A Level. In addition, support is given as students transfer to university. This is coordinated by the Head of Sixth form, with the EAL team supporting students with personal statements, interview preparation, etc.
- It is policy that students are encouraged to speak English at all times, both at break/lunch and in the classroom. Teaching and pastoral staff are expected to support this principle actively. This is done to help EAL students to improve their language skills and to integrate most effectively with their UK peers.
- EAL students will, as a matter of course, be given advice on particular areas of daily life in the British culture, such as smiling, making eye contact, friendly greetings, table etiquette etc. This advice will be given to all students in some cases, but specific advice on cultural differences will be offered under the guidance of the Learning Support department.
- Students are encouraged to share information about their culture by making displays or giving assemblies or performances, especially when there is a celebration (e.g. Jewish holidays/ days of holy obligation, multicultural food events etc).
- International students make a valued contribution in all aspects of school life.

8. Supporting EAL students in their academic studies

Liaison between EAL students, subject teachers and the learning support assistants is crucial. This 3-way process of support will enable students to feel at ease in their academic life at school.

- Encourage the other students in your class/tutor group to make new EAL students feel welcome. Keep an eye on them & make sure they know where they have to be & when etc. Familiarise them with classroom/school procedures

- Sit EAL students at the front of the class so you can see what they are taking down. Even if you allow 'free seating', new EAL students like to be told where to sit.
- Pair them with English students for group/pair work.
- Think about the language you use:
 - Talk slowly & clearly
 - Avoid ending mid-sentence
 - Ask one question at a time
 - Try to avoid idiomatic/colloquial expressions
- Stick to the topic, introduce the topic of the lesson and summarise the main points.
- Do not assume verbal instructions have been understood. Write instructions & prep on the board.
- Rephrase (rather than just repeating) anything that has been misunderstood.
- Allow for electronic translators/dictionaries to be used as directed by class teachers but not over-used.
- If possible, read out what is written on the board & don't rub it out too soon.
- Keep regular eye contact to monitor attention & understanding.
- Correction techniques - use praise & encouragement, 'A good try but....'
- Remember, some EAL students are still trying to get to grips with everyday communicative English. Explain technical terms in plain English, then emphasise them by repetition & writing on the board (keep a corner of the board for this?) / flashcard / photocopied sheet.
- You may need to give extra help with subject-related concepts by giving gap-filling exercises, labelling diagrams etc. Remember that a lot of EAL students have just joined our education system & have missed classes in the lower school (e.g. safety procedures in science laboratories)
- Repeat instructions & get EAL students to repeat them back.
- Try not to make Euro-centric assumptions. Please think ahead at the beginning of each topic - you may need to explain (or refer to Learning Support Dept) when you realise there are chunks of missing elementary knowledge.
- It is possible that some EAL students have not had the experience of independent learning / doing research. They have often been expected NOT to participate or ask questions but to memorise all that the teacher says.
- Public reprimands (and excessive public praise) can be highly embarrassing in some cultures. Best to do it on a 1:1 basis.
- Note-taking is a high-level skill & teachers (or an able British student) may have to give assistance with photocopied notes and the opportunity to highlight key words as they listen to teacher instruction.
- Where possible, Learning Support Assistants are able to check through work for grammatical errors either before submission to subject teachers or support with checking over unsatisfactory work/exams on an individual basis.

9. Examination support for EAL students

Access arrangements are measures that are put in place during exam sittings to ensure that the test is accessible to all students. For example, some students may be eligible to use 25% extra time, readers, scribes, etc.

Joint Council for Qualifications (JCQ) policy states, however, that these types of access arrangement accommodations are not eligible for EAL students, unless there is substantial and significant evidence to show that the student has been in English education for more than 3 years where their access arrangement can be explained through a difficulty due to their learning abilities rather than their language. Therefore, on most cases, these are the types of access arrangements that may be more achievable for some EAL students, as long as this becomes their usual way of working throughout each of their lessons and exams: bilingual dictionary, 10% extra time or a word

processor. Once a student's usual way of working is established, an online application process must be fulfilled before JCQ are able to accept these exam accommodations. This process can take place as from year 9.