



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY **BOUNDARY OAK SCHOOL**

Introduction

The aims of the EAL department are, firstly, to teach English to a standard whereby the pupils can access the rest of the Boundary Oak School curriculum and, secondary, to provide a caring, supportive, and welcoming environment wherein the overseas pupils can feel safe and comfortable as well as feeling confident and free to express themselves in English, regardless of their background or level. We do this through taking account of each child's life experiences and needs.

A number of our pupils have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Pupils who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and objectives

If a child can comprehend their surroundings, they will gain knowledge, learn with more confidence, and feel a sense of achievement. Confidence and self-esteem are paramount in the development of a person's education and character. Having attained confidence and a feeling of self-worth, the child stands a stronger chance of seeing themselves as a useful part of the school or society in which they are living.

Boundary Oak School secures entitlement for all pupils to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school, both by encouraging British values and a general open mind to the international community. Pupils are encouraged to feel a sense of pride in where they come from while simultaneously having a genuine interest in regard to pupils from other cultures. The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an Additional Language. This is in line with the requirements of the Race Relations Act 1976.

Religious Considerations

Boundary Oak welcomes pupils of all faiths. All pupils are required to attend our assemblies, which are a community event. These often have a Christian theme. We also hold whole school Carol concerts. If any pupil requests to be excluded from any religious practices they may request an interview with the Head to express their reasons for wishing to be excluded. The Head will make a fair and reasonable decision based on the evidence.

Where possible the school will support pupils from other faiths who wish to attend a religious ceremony from another religion, including transportation to local places of worship. We have also made a room available for prayers four times a day, with East indicated to the pupils, which is next to washing facilities.

Pupils are supported if they wish to fast during Ramadan, please see our Ramadan Fasting policy for further details.

Dietary

The school offers a broad range of options, including a comprehensive vegetarian option at all meals. Where possible and practical, other sensible dietary needs, be they medical, religious or otherwise, will be accommodated, as long as this has parental approval.

Teaching and Learning Style

In our school, teachers take action to develop our pupils' speaking, listening, reading and writing through specialist teacher extractions, as well as ensuring our pupils confidence in expressing themselves in English grows alongside their English ability. We do this using various means:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are many effective opportunities for oral communication, and that talking is used to support writing (and vice versa).
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Building on pupils' experiences of language at home and in the wider community, so that they are developing uses of English.

Ensuring access to the curriculum and to assessment by:

- Providing support through computers, iPads, dictionaries, readers, newspapers and poetry.
- Giving them access to mobile learning, while ensuring that there is enough direct oral communication to provide a natural environment to improve their language skills.
- Using accessible texts and materials that suit the pupils' ages and levels of learning;
- Building on pupils' experiences of language at home and in the wider community, so that they develop their English as a native speaker would.
- Providing a range of opportunities for pupils to engage in speaking and listening activities in English with peers and adults.

In-class support

EAL is not a subject, like history, maths or Spanish. EAL learners have a double job to do: learn English and learn through English at the same time. The following are realistic and feasible teaching and learning strategies our teachers are expected to use, with support from the EAL department, drawn from on-going differentiation in the classroom. They are primarily aimed at new arrivals – “new to English”. However, many of the strategies are recommended for more advanced EAL learners and can be used for the language development of all learners.

- Prepare visual support – visual timetables, multilingual instruction mats, “survival” fans (e.g. I need the toilet; I feel sick), word banks, writing frames (EAL Nexus has curriculum-related visual support; you can create visual word banks and frames using software such as Communicate in Print).
- Provide an EAL picture dictionary (such as Collins First English Words) and an age-appropriate bilingual dictionary (such as from Mantra Lingua).
- Sit the learner near you where they can see your face straight on.
- Use your own face, voice and body as a resource – gestures, mimes, exaggerated facial expressions.
- Speak clearly and slowly, avoiding idiomatic language.
- Sit the learner next to pupils who are supportive language role models.
- Give single-step instructions. Repeat same instructional phase.
- Point to what you are talking about (key word/picture).
- Target the learner daily for simple differentiated “Yes/No” questions.
- Allow the learner thinking time before answering questions.
- When going round class, have a mini whiteboard or notebook to hand for quick drawings, to create “choices” in order to prompt a response (liquid/solid?) or to reinforce key words.
- Plan for, teach and model vocabulary and language structures needed for the task/subject (see the teaching notes accompanying each teaching resource on the EAL Nexus website).
- Teach key words and phrases (see the EAL Nexus Great Ideas pages).
- Use Directed Activities Relating to Text (DARTs): sorting, matching, sequencing, labelling, gap-fills, writing frames, substitution tables (see EAL Nexus Great Ideas pages).
- Communicate with home: keep parents informed of topics being covered in class (to research and discuss in their home language) and give parents useful websites, such as the British Council’s Learn English Kids or Learn English Teens, and BBC Bitesize KS1.
- Homework: regularly send home visual vocabulary flashcards starting with school and classroom language (available from the British Council’s Learn English Kids website). Pupils should practise these at school with an additional adult or language-model buddy.

Curriculum access

Special provisions are provided for pupils learning English as an Additional Language so that they find it as easy as possible to adapt to their new environment.

All pupils in our school follow the curricular requirements as outlined in the school's academic policy. Class teachers receive guidance from the Head of EAL on how to support pupils with English as an Additional Language. Furthermore, pupils are encouraged to come to their EAL teachers if they are having difficulty understanding anything in the classes that they have that aren't EAL (e.g. maths, music, etc.).

Pupils who arrive at school with less English than C1 level (near fluent) will be assigned a number of hours in which they receive group or one-to-one EAL tuition:

A1 up to 6 hours

A2 up to 5 hours

B1 3 hours (to include study skills sessions)

B2 1 hour (study skills)

We feel strongly that working alongside classmates allows for intensive immersion in English which facilitates a rapid increase in the acquisition of the language. Some higher level students (B2) may come to us just for work on study skills. Parents are offered the opportunity to pay for additional one-to-one lessons. In some cases, the school will require parents to take up the one-to-one lessons if the level of language is hampering progress in their iGCSE course. By the start of the Spring or Summer Term, all EAL students should be coming to us for fewer classes than they were at the start of the Autumn Term. Classes are grouped by ability and age, and we can accommodate each pupil's individual needs.

Pastoral

EAL pupils are grouped in accordance with school policy and are monitored by their Form Tutor and House Parent who keep in regular contact with the EAL coordinator in order to update programmes of study and keep up with the individual needs of the child.

Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures in order to continually meet the ever-changing needs of the pupils. Prep is set on a weekly basis.

As well as on-going assessment the pupils are assessed, at the end of the year, against the Common European Framework for Reference (CEFR) descriptors using a series of tests with six papers at each level (A1, A2, B1, B2): Reading, Writing, Listening, Speaking, Grammar, Language Practice and Vocabulary.

Pupils also have the opportunity to take the Anglia external examinations twice a year.

EAL Provision in the EYFS

LANGUAGE LEARNING

We recognise the fact that a child may enter our setting who is already developing one or more languages and is now learning English as an additional language. We always allow these children extra space and time, patience and support.

We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem. We recognise and reassure parents that their children will benefit if they use, maintain, and develop their 'home' language and we encourage them to spend time in this interaction with their child. We also encourage their child to use their 'home' language through play, social time and in interactions with others.

We invite parents to share their home language and cultural background with staff and other children in the EYFS through visits and participation in activities. Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into our Pre-school or Reception class.

Owner	Head of EAL
Last review	September 2025
Next review:	September 2027

Appendix 1

Minimum entry Requirements:

1. Grade level attained before entry using the Full Placement Test and a piece of extended writing.
2. Interview with **Head or Deputy or Head of Admissions** to assess proficiency in spoken English, either in person or via the internet
3. Appropriate references from previous school and copies of recent reports (to be translated in English) should be sent directly from the pupils school to the Registrar
4. Valid Child Student Visa has been approved for entry to the UK

Boundary Oak Placement Tests. Minimum entry requirements for students where English is a second or additional language:

The grades are based on the Common European Framework.

For entry to:

Year 10	pupil must have attained a minimum of level B2
Year 9	pupil must have attained a minimum of level B1
Year 8	pupil must have attained a minimum of level A2
Year 7	pupil must have attained a minimum of level A1

Parents/guardians or agents will confirm in writing that the Boundary Oak Placement Test was carried out under examination conditions: without any additional help (reading, translation or writing of questions and or answers) from any second party.

Many pupils may still require additional support from the EAL department in order for them to access the full curriculum.

Payment for EAL lessons

EAL lessons will be an 'extra' charged to fees. The EAL Department will assess the pupil and will send a letter giving details of the additional support required and including the additional cost to be incurred. Parents should return the form to confirm acceptance of the additional charges. All examinations costs will be charged to parents/guardians or agents.

Appendix 2 Resources

- EAL Nexus: <https://ealresources.bell-foundation.org.uk/> (free curriculum-linked resources, information and guidance).
- EAL Assessment Framework for Schools: <http://bit.ly/EALassess>
- Ideas for offering additional support in the classroom, The Bell Foundation: <https://ealresources.bell-foundation.org.uk/teachers/additional-support-classroom>
- Twinkl: <http://www.twinkl.co.uk/resources/english-as-an-additional-language-eal> (some free).
- Mantra Lingua: <http://uk.mantralingua.com/>
- Learn English Kids: <http://learnenglishkids.britishcouncil.org/en/> (free)
- Learn English Teens: <http://learnenglishteens.britishcouncil.org/en/> (free)
- BBC Bitesize: www.bbc.com/education
- For a useful article with video clips on using Google Translate in the primary classroom, see <http://bit.ly/2w83tm4>
- Flashcards from the British Council's Learn English Kids website: <http://learnenglishkids.britishcouncil.org/en/flashcards>
- One Stop English - Onestopenglish <https://www.onestopenglish.com/>
- The national subject association for EAL <https://naldic.org.uk/teaching-learning/secondary/>
- www.eslgamesplus.com <<http://www.eslgamesplus.com>>
Games for Learning English, Vocabulary, Grammar Games, Activities,
- www.eslprintables.com. - free
- www.tes.com (some are free)
- www.busyteacher.org. - free