



St. Lawrence College
The British School in Greece

The Senior School English as an Additional Language (EAL) Policy

Issued: September 2019

To be reviewed: September 2020



1 Introduction

1.1 The purpose of this policy is to outline the senior school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

1.2 This policy applies to pupils in the senior school.

2 Definition

2.1 In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

2.2 EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
 - Born in a country where English is not the first language, but moved to Greece at some point; or
- Born in Greece in a family where the main language is not English.

2.3 EAL pupils will need varying levels of provision.

3 Recognition

3.1 Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

3.2 EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

3.3 The school environment promotes language development through the rich use of language.

3.4 The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.

3.5 Bilingualism is viewed as a positive and life enriching asset.

3.6 Parents and prospective parents will be provided with the particulars of our EAL provision.



4 Identification and Assessment

4.1 Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

4.2 In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form;
- Information from interviews with parents/guardians;
- Information from the previous school;
- Information from initial assessment papers;

4.3 Initial assessment is undertaken by the Head of EAL on arrival, continued assessment is undertaken by the class teacher and the EAL teachers.

4.4 In assessment of EAL pupils, competence in English is categorised on a six point scale.

Level	Description	Support
<u>1 (New to English)</u>	<ul style="list-style-type: none">• Uses first language for learning and other purposes• May remain silent• Will copy or repeat some words or phrases• May understand some basic everyday expression supported by non-verbal gestures• May have minimal or no literacy	Timetable to include: M, A, Gr, PE
<u>2 (Early acquisition)</u>	<ul style="list-style-type: none">• Follows day to day social communication• Participates in learning activities with support• Beginning to uses spoken English for social purposes• Understands simple instructions• Can follow narrative with visual support• Has developed some skills in reading and writing• May be familiar with some subject specific vocabulary	Timetable to include: M, A, Gr, PE, and H, G, Sc/ Y10 options (no H)
<u>3 (Threshold)</u>	<ul style="list-style-type: none">• Participates in learning activities with increasing confidence• Is able to express self orally on familiar topics with structural inaccuracies• Literacy requires ongoing support• May be able to follow more abstract concepts and more complex written English	Timetable to include: M, A, Gr, PE, H, G, Sc, CS/ Y10 options (no H)
<u>4 (Secure)</u>	<ul style="list-style-type: none">• Oral English is developing, enabling engagement across the curriculum with structural inaccuracies• Can read and understand texts except where concepts are abstract or nuances are needed	Timetable to include:



	<ul style="list-style-type: none">• Written English conveys ideas but still contains inaccuracies when more complex structures are attempted• Can use reading as a tool for learning	M, A, Gr, PE, H, G, Sc, CS/ Y10 options (no H)
<u>5</u> (Consolidating)	<ul style="list-style-type: none">• Oral English is developing well, enabling engagement across the curriculum• Can read and understand a wide variety of texts• Written English may lack complexity and contain occasional errors in structure• Needs some support to access subtle nuances of meaning and refine English usage• Developing abstract vocabulary	Timetable to include: M, A, Gr, PE, H, G, Sc, CS/ Y10 options (no H) English
<u>6</u> (Competent)	<ul style="list-style-type: none">• Can operate across the curriculum to a level of competence equivalent to that of a pupil with FLE	No support needed

5 Provision

5.1 Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

5.2 EAL pupils will be provided with opportunities to make good progress.

5.3 Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

5.4 Our school aims to address the needs of EAL pupils within the classroom. However, it is also appropriate for children to be withdrawn from lessons to receive focused support according to their level of English as follows:



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- 1 For at least the first half term (or shorter period if the pupil arrives mid-year), the pupil will follow regular classes in Maths, Greek, Art and PE. The rest of the timetable will be filled with intensive English lessons and EAL Cross-curricular studies (CCS)- Y7, 8 & 9 - Geography, History and Science, Y 10 – Chemistry / Business Studies, Physics / Geography, Biology / Computer Science. The pupil will also be allowed to use a bilingual printed dictionary in tests and exams (up to Y10 but not Y11).
- 2 The pupil will follow regular classes in Maths, Greek, Art, PE plus Geography, History and Science (Y7, 8 & 9) or options choices as follows from Year 10: Chemistry or Business Studies; Physics or Geography; 2 subjects from Biology, Art & Design or Computer Science. The rest of the timetable will be filled with intensive English lessons and EAL Cross-curricular studies (CCS)- Y7, 8 & 9 - Geography, History and Science, Y 10 – Chemistry / Business Studies, Physics / Geography, Biology / Computer Science. The pupil will also be allowed to use a bilingual printed dictionary in tests and exams (up to Y10 but not Y11).
- 3/4 The pupil will follow regular classes in Maths, Greek, Art, PE plus Geography, History and Science and Computer Science (Y7, 8 & 9) or options choices as follows from Year 10: Chemistry or Business Studies; Physics or Geography; 2 subjects from Biology, Art & Design or Computer Science. The rest of the timetable will be filled with intensive English lessons and EAL Cross-curricular studies (CCS)- Y7, 8 & 9 - Geography, History and Science, Y 10 – Chemistry / Business Studies, Physics / Geography, Biology / Computer Science. The pupil will also be allowed to use a bilingual printed dictionary in tests and exams (up to Y10 but not Y11).
- 4/5 The pupil will follow a regular timetable including English with the English Department but will have extra English language support instead of a third language (Y7, 8 & 9) or History (Y10). The pupil will also be allowed to use a bilingual printed dictionary in tests and exams (up to Y10 but not Y11).
- 6 No extra language support but the pupil will be allowed to use a bilingual printed dictionary in tests and exams (up to Y10 but not Y11)



6 Monitoring and Recording

6.1 Class teacher

- It is the responsibility of the class teacher (with the support of the Head of EAL) to maintain up to date records of EAL pupils in their class whilst they are in their care.
- An Individual Educational Plan (IEP) will be maintained for any EAL pupil whose progress is deemed to be below satisfactory. This will be devised by the Head of EAL in conjunction with classroom teachers and other head teachers.

6.2 Head of EAL

- The Head of EAL collates information and arranges a baseline for EAL pupils.
- A register of EAL pupils (identifying stages) is maintained centrally by the Head of EAL.

7 Special Educational Needs and Differentiation

7.1 EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

7.2 Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEN provision, in addition to EAL support.

8 Communication

8.1 Parents and teachers will work together in the best interests of pupils with EAL.

8.2 Teachers will contact parents with any areas of concern that arise as well as with areas of noteworthy progress or achievement.



9. Allocation of New Pupils into Year Groups

9.1 The leadership of the EAL department and the leadership of the senior school may, on occasion, determine that it is best for a new pupil to enter the school in the year group below the year that the pupil's date of birth would normally lead to in the British education system. This is usually the case when the pupil will need time to improve their English to get the most from their studies at our school and to be ready for public examinations. It may also relate to the educational background of the pupil as well as the number of years of schooling they have received as they arrive at our school. Each case is considered on its own merits but parents are asked to respect the school's decision relating to the allocation of such pupils.