



St. Lawrence College Senior School EAL (English as an Additional Language) Policy

Our school is one community, united in our respect for each other, tolerant of differences and proud of our diversity, honest and positive about our learning and behaviour every day.

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Most recent review: 2021

INTRODUCTION

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.

DEFINITION

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 bilingual and all those at different stages of learning English.' EAL pupils will need varying levels of provision.

EAL pupils may be:

- newly arrived from another country and school
- newly arrived from another country, but an English-speaking school
- born in a country where English is not the first language, but moved to Greece at some point
- born in Greece in a family where the main language is not English

RECOGNITION

Our school seeks to ensure that all pupils are able 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.

EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school environment promotes language development through the rich use of language. The school structure, pastoral care and overall ethos help EAL pupils integrate into our school whilst valuing diversity. Bilingualism is viewed as a positive and life enriching asset. Parents and prospective parents will be provided with the particulars of our EAL provision.

ASSESSMENT

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

Initial assessment is undertaken by the Head of EAL on arrival and continued assessment is done by subject teachers and members of the EAL department. In assessment of EAL pupils, competence in English is categorised on a six-point scale of attainment.

LEVEL	DESCRIPTION OF CURRENT ATTAINMENT LEVEL	SUPPORT BY KEY STAGE
<p>1</p> <p>(New to English)</p>	<p>Uses first language for learning and other purposes</p> <p>May remain silent</p> <p>Will copy or repeat some words or phrases</p> <p>May understand some basic everyday expression supported by non-verbal gestures</p> <p>May have minimal or no literacy</p>	<p>Key Stage 3</p> <p>Minimal mainstream timetable of Mathematics, Art, Physical Education, PSHE and Greek with the other periods being made up of EAL lessons.</p> <p>Key Stage 4</p> <p>Minimal mainstream timetable of Mathematics, Physical Education and Greek with the other periods being made up of EAL lessons.</p>
<p>2</p> <p>(Early acquisition)</p>	<p>Follows day to day social communication</p> <p>Participates in learning activities with support</p> <p>Is beginning to use spoken English for social purposes</p> <p>Understands simple instructions</p> <p>Can follow narrative with visual support</p> <p>Has developed some skills in reading and writing</p> <p>May be familiar with some subject specific vocabulary</p>	<p>Key Stage 3</p> <p>Expanded mainstream timetable of Mathematics, Art, Physical Education, Greek, History, Geography, Science, PSHE and Information Technology with the remaining periods being made up of EAL lessons.</p> <p>Key Stage 4</p> <p>Expanded mainstream timetable of Mathematics, Physical Education, Greek and 4 of the 5 subjects from the option blocks with the remaining periods being made up of EAL lessons.</p>
<p>3</p> <p>(Threshold)</p>	<p>Participates in learning activities with increasing confidence</p> <p>Is able to express self orally on familiar topics with structural inaccuracies</p> <p>Literacy requires ongoing support</p> <p>May be able to follow more abstract concepts and more complex written English</p>	<p>Key Stage 3</p> <p>Expanded mainstream timetable of Mathematics, Art, Physical Education, Greek, History, Geography, Science, PSHE and Information Technology with the remaining periods being made up of EAL lessons.</p> <p>Key Stage 4</p> <p>Expanded mainstream timetable of Mathematics, Physical Education, Greek and 4 of the 5 subjects from the option blocks with the remaining periods being made up of EAL lessons.</p>

<p>4 (Secure)</p>	<p>Oral English is developing, enabling engagement across the curriculum with structural inaccuracies</p> <p>Can read and understand texts except where concepts are abstract, or nuances are needed</p> <p>Written English conveys ideas but still contains inaccuracies when more complex structures are attempted</p> <p>Can use reading as a tool for learning</p>	<p>Key Stage 3 Expanded mainstream timetable of Mathematics, English, Art, Physical Education, Greek, History, Geography, Science, PSHE and Information Technology with the remaining 4 periods being made up of EAL lessons instead of a third language</p> <p>Key Stage 4 Expanded mainstream timetable of Mathematics, English, Physical Education, Greek and 4 of the 5 subjects from the option blocks with the remaining 4 periods being made up of EAL lessons.</p>
<p>5 (Consolidating)</p>	<p>Oral English is developing well, enabling engagement across the curriculum</p> <p>Can read and understand a wide variety of texts</p> <p>Written English may lack complexity and contain occasional errors in structure</p> <p>Needs some support to access subtle nuances of meaning and refine English usage</p> <p>Developing abstract vocabulary</p>	<p>Key Stage 3 Expanded mainstream timetable of Mathematics, English, Art, Physical Education, Greek, History, Geography, Science, PSHE and Information Technology with the remaining 4 periods being made up of EAL lessons instead of a third language</p> <p>Key Stage 4 Expanded mainstream timetable of Mathematics, English, Physical Education, Greek and 4 of the 5 subjects from the option blocks with the remaining 4 periods being made up of EAL lessons.</p>
<p>6 (Competent)</p>	<p>Can operate across the curriculum to a level of competence equivalent to that of a pupil with a fluent level of English</p>	<p>No support needed</p>

PROVISION

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 by differentiation for individual pupils or groups of pupils within the classroom, support for those responsible for teaching these pupils, and supplementary provision.

EAL pupils will be provided with opportunities to make good progress. Subject 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. Our school aims to address the needs of EAL pupils within an appropriate classroom setting. EAL pupils receive focused support according to their level of English as follows:

LEVEL 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, PSHE 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 / Information Technology. The pupil will also be allowed to use a bilingual printed dictionary in tests and examinations up to Y10.

LEVELS 2 AND 3

The pupil will follow regular classes in Maths, Greek, Art, PSHE and PE plus Geography, History, Science and Information Technology (Y7, 8 & 9) or options choices as follows from Year 10: 4 subjects from Chemistry, Business Studies, Physics, Geography, Biology, Art & Design, Information Technology, History or a third language (prior knowledge of language chosen is necessary). Not all combinations are possible. 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 / Information Technology. The pupil will also be allowed to use a bilingual printed dictionary in tests and examinations up to Y10.

LEVELS 4 AND 5

The pupil will follow a regular timetable including mainstream English but will have extra English language support instead of a third language (Y7, 8 & 9) or 1 optional subject (Y10 & Y11). Pupils may be given extra support where necessary, to be decided on an individual basis. The pupil will also be allowed to use a bilingual printed dictionary in tests and examinations up to Y10.

LEVEL 6

There is no specific language support for the pupil at this level. A bilingual printed dictionary can be used in all lessons and tests up to Y10.

MONITORING AND RECORDING

- Baseline testing is carried out by the Head of EAL.
- It is the responsibility of the subject 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, if necessary, senior leaders.
- The six-point scale of attainment which clearly indicates the EAL pupil's changing levels of achievement is maintained centrally by the Head of EAL.

SPECIAL EDUCATIONAL NEEDS AND DIFFERENTIATION

EAL pupils are not children with SEND (Special Educational Needs & Disabilities) and our school recognises that most EAL pupils needing support with their English do not have SEND issues 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.

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

COMMUNICATION

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

Teachers will share with parents all areas of noteworthy achievement and positive progress, as well as any areas of concern that arise.

ALLOCATION OF NEW PUPILS INTO YEAR GROUPS

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.