



QUINTON HOUSE SCHOOL

EAL (English as an Additional Language) Policy

Pupils who have English as an Additional Language require support to achieve their full potential and understand their teachers, peers and work materials and give them added confidence when socialising allowing them to integrate fully into the school community.

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Quinton House School

Contact names	
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KEY FACTS:

- ♦ EAL pupils at **Quinton House School** are pupils where their L1(First Language) is not English.
- ♦ EAL classes are compulsory for all EAL pupils until they have achieved an **IELTS** (International English Language Testing System) score of **6.5** or more in all of the IELTS testing areas or achieved a Grade C or above in the iGCSE English as a Second Language.
- ♦ The IELTS testing areas are **reading, writing, speaking and listening**; these are the main areas which will be concentrated upon in EAL class.
- ♦ Examination technique and 'Britain Today' will also be covered; the latter to ensure pupils are acclimatized fully to British life and have a complete insight into the institutions and infrastructure of the country.
- ♦ EAL classes are deemed necessary as they help pupils understand their teachers, peers and work materials, focus pupils on the need for accuracy and clarity in examinations and coursework and give them added confidence when socializing allowing them to integrate fully into the school community.

1 Definitions

3.1. EAL = English as an Additional Language

3.2. L1 = First Language

2 Purpose

1.1 The purpose of this policy is to make clear the necessity for and provision of EAL tuition and support for EAL pupils at Quinton House School.

3 Applicability

2.1. This policy is applicable to all pupils at Quinton House School for whom English is not an L1.

2.2. This policy is applicable to all teachers and staff at Quinton House School who teach or interact with pupils for whom English is not an L1.

4 Policy

4.1. Aims:

4.1.1. To ensure support for pupils for whom English is an additional language so that they can reach their full potential.

4.1.2. To identify and assess all pupils for whom English is an additional language on entry to the school as thoroughly as is possible and necessary.

4.1.3. To meet the needs of all pupils for whom English is an additional language by offering continual and appropriate forms of educational support

4.2. Identification:

4.2.1. The process of identifying EAL needs starts at the interview stage, when those for whom English is an additional language take written English tests.

4.2.2. Most pupils for whom English is an additional language will need EAL support.

4.2.3. Although the majority of EAL pupils quite quickly attain a level of understanding and a degree of fluency that make normal classroom communication perfectly possible, careful monitoring is necessary to confirm that no learning difficulties are present during the period of language acquisition.

4.3. Organisation:

4.3.1. Pupils will be withdrawn from classes for individual help from a qualified and experienced teacher and will also receive targeted help in the classroom.

4.3.2. Subject staff will be advised, by the EAL Coordinator or Deputy Headteacher (Seniors), of suitable classroom support strategies.

4.3.3. Some pupils may after time only need classroom support and their progress will be regularly reviewed to consider whether additional support is required.

4.3.4. EAL support is offered on an individual and group basis and is tailored to the needs of each pupil. For those pupils entering into the Sixth Form, external English examinations are offered, such as IELTS, (for English Universities). All lessons are chargeable.

4.4. Strategies:

Teachers should take specific actions to help EAL pupils to develop their spoken and written English, by:

- Ensuring that vocabulary development is supported, e.g. by the issue of topic glossaries which include key words and their meanings, metaphors and idioms;
- Showing how spoken and written English are structured;
- Enlisting the aid of any appropriately bilingual pupils in the group as a translator;
- Providing support by the use of ICT, video/audio materials and dictionaries;
- Ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing;
- Repeatedly re-wording and re-phrasing any discourse in English with the pupil;
- Employing, and encouraging the pupil to employ non-verbal modes of communication, e.g. gestures and drawings, to support any attempts at verbal discourse;
- Encouraging pupils to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them;
- Using accessible texts and materials that suit the pupil's age and level of learning;
- Separating the pupils so they sit next to an English speaking child;
- Provide low level comprehension tasks. Activities might include closed text activities e.g. filling in the missing words, labelling a diagram;
- Avoid asking EAL pupils to copy from the board;
- Avoid asking EAL pupils to write extended answers;
- Provide written instructions in very simple language to reinforce the verbal instructions you have given to the class.

5 Procedure and Responsibilities

Headteacher's/Line Manager's Role:

5.1 The policy will be evaluated and recommendations discussed by the Senior Leadership Team on an annual basis.

Employee's Role:

5.2 The policy will be monitored and put into practice by the EAL Coordinator, taking into consideration feedback from staff, pupils and parents.

6 Related Policies, Guidelines, Templates and Forms

- Curriculum Policy
- Equal Opportunities Policy
- Special Educational Needs Policy