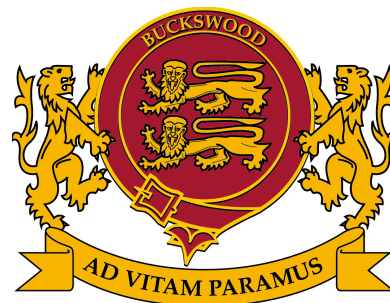


POLICY STATEMENT



| | |
|--|---|
| Policy | EAL |
| School Department | Teaching, Learning, Assessment and Tracking |
| Date Written/Updated | August 2018 |
| Written by | Greville Field |
| Approved by | SMT |
| Date of Approval | August 2018 |
| Next major review date | August 2019 |
| Location and disseminations | A copy of the policy can be found in the school admin office and on the school website. |
| The context of the policy and its relationship to other policies | This policy should be considered in conjunction with other written policies on behaviour, health and safety, medicines, school visits, SEN, child protection and safeguarding. Reference was made to Optimus Education's 'EAL model policy guidance'. |

Values and Vision

Consideration of multilingualism is prominent Buckswood as EAL learners make up a sizeable proportion of our student body in this international boarding school. We aspire to facilitate the full integration of all learners into the Buckswood experience so that they can communicate fully not only with peers and staff who have English as a first language, but also with others from a huge diversity of cultures.

Definition of EAL

An EAL learner includes anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community.

Local and school context

At Buckswood the vast majority of EAL learners are international boarders who do not have family in the UK. Their exposure to languages other than English is when they return home in vacation periods, in conversation with family members by telephone, with peers who may share a language or with teachers/staff members who also may share their language. There may also be a small number of 'day students' that have parents who speak other languages. Some students come to the

school with a good degree of proficiency in English while others may be beginners. The school is prepared to cater for all levels of proficiency. Many EAL learners are from affluent socioeconomic backgrounds and may have had significant previous educational experience in English as a second or foreign language.

First Language

Classes are provided in a learner's first language where possible, and learners are prepared for external examinations such as GCSE, A Level or IB if available. At time of writing such provision exists in the school in French, German, Spanish, Russian, Chinese, Japanese, Korean, Dutch, Turkish, Persian and Arabic.

EAL learners with SEND

The school is mindful of the difficulty of educational needs not being recognised due to linguistic limitations, but also of the possibility of misdiagnosis of SEN due to 'EAL' factors. The school has an established SEND process and endeavours to obtain reliable and detailed information from parents and agents before a learner arrives.

EAL provision and support

KS3 – In Years 7 and 8 learners are immersed to as great an extent as is appropriate. We believe strongly that linguistic development is accelerated by social interaction with peers. However, we also acknowledge that some learners may not be able to access the full curriculum, or that some subjects may not be appropriate, so a programme of 'International Learning Support (ILS)' is in place where learners can get extra help in a supportive and nurturing environment. In year 9 this provision is also available, and there is also a dedicated ESOL group for learners who are assessed at B1 or below on the CEFR.

KS4 – In years 10 and 11 dedicated ESOL classes are provided at a range of levels of proficiency. Learners follow curricula towards Cambridge Key, Preliminary, First, IGCSE English as a Second Language or Edexcel IGCSE English Language. We are able to tailor examination outcomes with consideration of both needs and proficiency. In addition, students with lower proficiency have up to 4 'Extra English' classes that aim to develop skills in a variety of areas and topics. Learners who have little English at KS4 are placed on a dedicated 'Intensive English' course which may last an entire academic year and also provide instruction in mathematics.

KS5 – In years 12 and 13 learners may take lessons in English for Academic Purposes which aim to develop speaking, listening, reading and writing skills both for immediate application on further education courses and in preparation for the IELTS examination and higher education beyond. As with KS4, there is also a dedicated 'Intensive English' course which provides instruction in English and mathematics. Introduction to other subjects such as science or humanities is also provided where appropriate, along with further education 'taster' lessons.

Transition

Students on Intensive English courses have clear pathways onto subsequent courses such as GCSE, A Level or the University Foundation Programme, where they will continue to receive English language support as appropriate. Those on other courses, including juniors, may have more subjects added to their provision as their language skills progress.

EAL pedagogy and assessment

- Learners are assessed in terms of the Council of Europe CEFR levels (see Appendix 1) both in internal and external assessments.
- The school is a centre for Cambridge English examinations and many courses offered have such examinations as a stated outcome.
- Internal assessments are mapped with reference to the CEFR to the school assessment grading scale (see Appendix 2).
- Heads of Department for all subjects are required to factor in the needs of EAL learners in their planning, including appropriate differentiation and managed in-class dictionary use.
- Strategies aimed at catering for EAL learners are to be evidenced in departmental literature and classroom observation.
- Appropriate bilingual dictionaries are permitted in examinations. Candidates for whom English is an additional language are strongly advised to take advantage of this facility as a reflection of their normal study practice – bilingual dictionaries should also be used in class so that students can access both subject-specific and general vocabulary.
- Classroom strategies may be sourced using guidance from The Bell Foundation's "classroom support strategies: working with EAL learners in secondary settings". <https://www.bell-foundation.org.uk/wp-content/uploads/2017/09/Classroom-Support-Strategies-Secondary.pdf>
- General advice is provided for teachers in a clear format (see Appendix 3).
- A wide range of EAL learning resources for a number of subjects including English Mathematics, Science, Geography, and History are available from websites such as Nexus. <https://eal.britishcouncil.org/>
- The school subscribes to OneStopEnglish.com, which has EAL resources in addition to ELT material.

Record keeping, monitoring and data management

The Head of ESOL and EAL co-ordinator oversee assessment data. The school has previously used 3sys to store and share assessment data and moved to Sims during the summer of 2018.

Safeguarding

This policy should be considered in conjunction with other written policies on behaviour, health and safety, medicines, school visits, SEN, child protection and safeguarding.

Partnering with parents/carers/community

The school has clear lines of communication with parents, agents and guardians, including multi-lingual admissions staff who can provide an effective service in Arabic, Chinese, Russian, Japanese and Spanish.

Working with external partners

The school is planning to be re-accredited by the British Council Accreditation UK scheme during this academic year, and is a member of IATEFL, BASIC and NALDIC, the National Association for Language Development In the Curriculum.

Appendix 1

The CEFR Global Scale

| | | |
|---|-----------|--|
| Proficient User (DofE Band D to E – ‘Competent’ to ‘Fluent’) | C2 | Proficiency. Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Advanced. Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent User (DofE Band C to D – ‘Developing Competence’ to ‘Competent’) | B2 | Upper Intermediate. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Intermediate. Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic User (DofE Band A to B – ‘New to English’ to ‘Early Acquisition’) | A2 | Elementary. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Beginner. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |
| | A0 | Absolute Beginner. |

Appendix 2

Grade Scale for EAL learners (2018/19)

| KET | PET | FCE | School Scale | CEFR | IGCSE E1L | IGCSE E2L | IGCSE (EXT) | IGCSE (CORE) |
|------|-------|-------|--------------|------|-----------|-----------|-------------|--------------|
| | | | 9 | C2 | | A* | 100% | |
| | | | 8.75 | C1 | | A* | 98% | |
| | | | 8.50 | C1 | | A* | 95% | |
| | | | 8.25 | C1 | | A* | 93% | |
| | | | 8 | C1 | 80 | A* | 90% | |
| | | | 7.75 | C1 | 79 | A | 88% | |
| | | | 7.50 | C1 | 78 | A | 85% | |
| | | | 7.25 | C1 | 76 | A | 83% | |
| | | 80%+ | 7 | C1 | 74 | A | 80% | |
| | | 78% | 6.75 | B2 | 72 | B | 78% | |
| | | 75% | 6.50 | B2 | 71 | B | 75% | |
| | | 73% | 6.25 | B2 | 70 | B | 73% | |
| | | 70% | 6 | B2 | 69 | B | 70% | |
| | | 68% | 5.75 | B2 | 68 | C | 69% | |
| | | 65% | 5.50 | B2 | 67 | C | 68% | |
| | | 63% | 5.25 | B2 | 66 | C | 67% | |
| | 90%+ | 60% | 5 | B2 | 65 | C | 65% | 80% |
| | 88% | 58% | 4.75 | B1 | 64 | C | 63% | 78% |
| | 85% | 55% | 4.50 | B1 | 63 | C | 62% | 75% |
| | 83% | 53% | 4.25 | B1 | 62 | C | 61% | 73% |
| | 80% | 50% | 4 | B1 | 60 | C | 60% | 70% |
| | 78% | 48% | 3.75 | B1 | 58 | D | 59% | 69% |
| | 75% | 45% | 3.50 | B1 | 55 | D | 58% | 68% |
| | 73% | 43% | 3.25 | B1 | 52 | D | 57% | 67% |
| 90%+ | 70% | 40% | 3 | B1 | 48 | D | 55% | 65% |
| 85% | 65% | 35% | 2.75 | A2 | 46 | D | 54% | 63% |
| 80% | 60% | ≤ 30% | 2.50 | A2 | 42 | E | 53% | 62% |
| 75% | 55% | | 2.25 | A2 | 38 | E | 51% | 61% |
| 70% | 50% | | 2 | A2 | 34 | E | 50% | 60% |
| 65% | | | 1.75 | A1 | 30 | U/F | <50% | 50% |
| 60% | ≤ 40% | | 1.50 | A1 | 26 | U/F | <50% | 40% |
| 55% | | | 1.25 | A1 | 22 | U/G | <50% | 32% |
| 50% | | | 1 | A1 | 18 | U/G | <50% | 25% |
| 45% | | | 0.75 | A0 | | U | <50% | <25% |
| 40% | | | 0.5 | A0 | | U | <50% | <25% |
| 35% | | | 0.25 | A0 | | U | <50% | <25% |
| | | | U | A0 | | U | <50% | <25% |

General advice for staff on teaching students for whom English is an additional language

- Always remember that students learning in an additional language may find the learning process very tiring.
- As with any lesson, learning objectives must be presented, but it may be necessary to reword and simplify them.
- Classes must be organised so that group/pair work and seating plans are considered and supportive.
- Always have a variety of visuals at hand and try to establish the student's preferred mode of working. Allow them to work in that way if necessary using recording or visuals if that helps.
- Resources for EAL learners can be typed or enlarged if necessary.
- Consider reading material in terms of its accessibility, especially textbooks.
- Writing frames may need to be provided as well as additional planning assistance.
- Check regularly for comprehension and progress.
- Make homework specific and check for understanding.
- Marking practices should take into account errors in spelling, grammar and other aspects language using the school correction code.
- Moderate your classroom language avoiding colloquialism, obscure cultural references and strongly accented utterances, as appropriate. The school recognises the equal value of all varieties of English and does not favour any particular one, but it is important to bear in mind that some learners may struggle to access some 'Englishes' due to their own linguistic limitations.