



EAL POLICY

(ENGLISH AS AN ADDITIONAL LANGUAGE)

Definition

According to the guidance given by the Department for Education, 'a Student's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.' The RGS currently has 168 boys who speak a second language at home. The majority of the School's EAL students are born in the UK, but whose family do not solely speak English at home and who have been brought up as bilingual by their parents. Many of the EAL students consider English as their 'first language' whilst being fluent or semi-fluent in one or more other languages. Students identified as having English as an Additional Language (EAL) remain on the EAL register throughout their time at the School.

Rationale

This policy is designed to support students who have English as an Additional Language. The School is committed to making appropriate provision for the teaching and learning of Students for whom English is an additional language. The School recognises that multilingualism is a strength and values the contribution that EAL students make to the school. We aim to ensure that students in the school, who have all gained admission by selective examination procedures, have equality of access to the curriculum.

Admissions

EAL applicants are subject to the same admissions procedures as other applicants. Pupils take our 11+ examinations for entrance at 11+ or 13+. EAL applicants sit all the same assessments as other candidates, that is all four ISEB Common Pre Tests: English, Verbal Reasoning, Non-Verbal Reasoning and Mathematics, as well as our English Composition task. Those with EAL needs identified on the application form or via their current school should be made known to the School in advance, particularly in relation to their performance in the English paper. During the course of marking, EAL-specific issues that undermine performance are taken into consideration. Second interviews may also be given to pupils in this category. Access Arrangements, such as allowing the use of a bi-lingual dictionary, may be made, under certain circumstances. This policy supports the School in meeting its duties under the Equality Act 2010.

Current Students

The School recognises that the needs of EAL Students may change throughout their time at the school. Whilst some EAL Students may need more structured support following admission to the school, other EAL Students may not require any language support. Occasionally EAL needs may become more apparent higher up in the School, as the difficulty of the English met in various subjects may challenge a Student's fluency and proficiency.

- All parents are asked to complete an EAL form upon entry to the school to determine which languages are spoken at home.
- This information is added to SchoolBase where it is accessible to all staff.
- The School uses screening tests (LUCID) and MidYIS, as well as ongoing formal and informal assessment by teachers to determine a student's proficiency in English. Following these assessments, English Support classes are offered by the English department to those students in the First to Fifth Form who would benefit from weekly support lessons. The needs of the students receiving these classes are regularly reviewed. In addition, students can be assessed against the Bell Foundation's EAL Assessment Framework for Secondary Schools to determine their level of fluency and to put in place strategies to support their learning.
- The School considers that all teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL Students. It is the responsibility of all teachers to clarify or define words particular to their subject and assist EAL students in the understanding of the nuance of words used in their subject.
- A member of the Learning Support Department is available to give additional support and assist with interventions if it is felt that the English Support classes are not sufficient to meet the needs of the individual.
- Having a home language other than English is not considered to be a learning difficulty, but the School recognises that that a student who has EAL may also have Special Educational Needs and Disabilities (SEND). The School understands that lack of English does not equate to a lack of knowledge, skills or understanding.

Strategies

The emphasis is to focus more on the range of different styles and functions of language, and to develop confidence to access and produce formal, academic language. The Bell Foundation has a wealth of suggestions which can be used when supporting individual or groups of EAL students. Some of the strategies and tools which can be effective include:

- Asking questions to encourage critical reading skills, for example asking who the intended audience is, what the author's intentions are, what is the 'hidden' message or meaning in the text.
- Developing note taking skills
- Modelling proficient oral and written communication
- Providing Speaking and Writing Frames
- Reading for Meaning
- Scaffolding learners

- Tasks which require information to be represented in different forms/styles.
- Use of D.A.R.T. (directed activities related to text) activities to develop skimming, scanning and inference skills.
- Using ICT
- Using Dual Coding
- Widening vocabulary by explicitly learning new vocabulary

Reviewed by: Assistant Head (Teaching and Learning)

Date of last review: 2 July 2021

Date of next review: Trinity 2022