

EAL Policy



Lucton School Policy for pupils who have English as an Additional Language (EAL)

Introduction

Lucton School welcomes pupils from all around the world. These pupils arrive with a variety of linguistic and cultural backgrounds and with a range of specific needs.

Lucton believes that having international students benefits *all* our students and presents opportunities for cross-cultural communication which can enhance understanding between individuals and nations from all around the world. We are committed to providing a quality education in English for all our pupils, regardless of their background, and to providing support for all our pupils who may need extra help with their English. We aim to provide the highest quality education possible for all, in a manner that is non-discriminatory and fully compliant with the stipulations of the UK Equality Act (2010).

The Lucton EAL policy is also in accordance with the school's curriculum policy, which is designed to stimulate, challenge and support all pupils. The curriculum aims to be inclusive, developing the key competencies of speaking, listening, reading and writing.

We recognise the important role that *all* teachers play in developing English language acquisition; however, we also recognise that specialist, professional support is often needed for pupils to reach the stage where they can access lessons and participate effectively in them.

Among Lucton's pupils there is a considerable range of abilities in the English language, from those who are effectively fluent (even though English is not their first language) to those who need some assistance. Therefore, it is vitally important that our English as an Additional Language (EAL) provision is flexible and allows the school to incorporate the needs of different learning styles and the different needs of pupils, while at the same time introducing them to the pedagogical and educational methods and strategies used with all pupils at Lucton.

Identification of pupils who require EAL

Information on potential EAL pupils, including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities, is normally obtained by the Admissions Department in advance of a pupil's arrival. Test results and reports from a pupil's previous school are considered particularly useful. This information is passed on to the Head of EAL and communicated to all school staff where necessary.

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Following the arrival of a new pupil with English as an Additional Language at the school, they will be assessed in their speaking, listening, reading and writing skills. Although some assessment is done quite soon after the pupil arrives (usually within the first full day at school, or after the pupil has rested if they have had a long journey), we feel it may often be wise to take a number of weeks to complete all assessments. This takes account of the acclimatisation process that a student may need to undergo when arriving at a new school, in a new country which may be far away from their family for the first time.

Initial assessments are made using the Common European Framework of Assessment (CEFR), which maps language levels to the most common and widely used international English language exams (including IELTS, IGCSE English as a Second Language, Cambridge Main Suite exams and Trinity College London speaking exams). The Head of EAL, who is an assessment professional with significant experience and qualifications in the area of assessment, records these initial assessments in a folder that is shared with all staff on the Lucton Shared Staff Area. These can be accessed from all school computers by all staff. In this area is also a detailed, illustrative CEFR mapping chart, which teachers can use to understand the CEFR categories in relation to other common assessment measures.

EAL provision and progress tracking

All Lucton pupils are entitled to two free lessons of EAL per week. Further to this, we can arrange extra lessons with agreement of parents or fee-payers according to need and staff availability. There are options for 1-1 or small group (2-3 pupils) extra lessons. These extra lessons will focus on specific needs of students in relation to the four language learning skills of speaking, listening, reading and writing. A separate plan, in the form of a Scheme of Work, will be prepared for these lessons. Professionally qualified teachers with specialist EAL qualifications teach all EAL lessons at Lucton School.

Progress tracking for pupils takes place on a termly basis and is updated according to exams taken, or any informally monitored progress done during the term by the Head of EAL. Progress is mapped to the CEFR.

The exams that Lucton usually offers to all EAL pupils are the Trinity College London Graded Examinations in Spoken English (GESE) speaking exams, which are usually offered at least twice a year (subject to demand) and IELTS (International English Language Testing System) exams, which are sat at a local college exam centre twice a year. Furthermore, pupils take the Cambridge International Examinations IGCSE in English as a Second Language along with their other GCSEs at the end of Year 11 (although occasionally at the end of Year 10 or Year 12, as required).

The ultimate aim for EAL pupils at Lucton in terms of achievement is for them to gain a minimum 6.5 score in the IELTS exam by the time they leave the college at 18. This score is sufficient for entry to most British Universities for international students. For some pupils the score may be lower if they are entering onto university foundation programmes (usually IELTS 5.5). By age 16 pupils should be able to score a minimum of 5.0 in IELTS (sufficient for entry onto 'A' Level programmes in the UK).

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At the same time, the aim of the EAL department is also to support pupils in their other subjects as much as possible (through the use of word banks and worksheets passed on by other subject teachers, for example) and to further develop pupils' general and academic language skills in areas which will be useful for all aspects of study and personal social development. In relation to academic subject support, the extent of EAL teacher involvement will depend on the requests of teachers and resources supplied by subject teachers, as well as the amount of time that can be given to subject support because of time limitations.

Lucton School also believes that all international pupils should gain an understanding of the cultural richness of British life and, to this end, we integrate the teaching of British values, culture, manners and behaviour into our learning programmes.

When new pupils who appear to have little English arrive, we take account of the need to allow them to acclimatise linguistically and socially in lessons through what language teaching professionals and researchers term "the silent period". Pupils should be allowed to listen and should not feel pressured into being active in classes before they are ready. Differentiated tasks, particularly in relation to subject-specific vocabulary and catch-up work, can be given to pupils during this period. After an appropriate period of time it may be that a pupil will follow a reduced number of academic subjects and it may be decided that they should attend more EAL classes if necessary.

Phil Lloyd

Head of English as an Additional Language

December 2017

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