



## Carshalton Boys Sports College

Policy	English As An Additional Language (EAL)
Policy Number:	C10
Review Date:	May 2018
Approved by the Governing Body Committee:	September 2018
Next Review Date:	September 2020

### Aims

The school welcomes all EAL students into Carshalton Boys Sports College and seeks to offer a supportive learning environment where their linguistic and cultural experiences will be recognised and valued.

EAL students include anyone who has been exposed to an additional language other than English during early childhood and continues to be exposed to this language in the home or in the community. A bilingual pupil refers to all students who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages.

We encourage all students to achieve the highest possible standards and to access the National Curriculum to develop their knowledge, skill and understanding. However, the EAL students need support through the linguistic barrier and cultural awareness that prevent them from gaining equal access to that curriculum and full integration into the school. The classroom teachers, learning coordinators and EAL team help students to achieve this.

The main aim of the EAL team is to work with parents, teachers across the curriculum and pupils, achieving equality of opportunity and equal access to the National Curriculum. The EAL team's objectives are to support all EAL pupils in the acquisition of the English language across the four skill areas of speaking (interaction and production), listening, reading and writing so they use English confidently and competently during lessons.

### Admissions

EAL is usually identified during the admission process. There is an initial assessment on arrival and a welcome pack. This includes an admissions procedure of interview and booklet which asks details of backgrounds including translated certificates in order that the appropriate support can be offered. Pupils may join a particular tutor group where peers speak the same language.

Since September 2016, the school collates each pupil's country of birth, nationality and home language. Their level of proficiency in English is updated annually and is part of the school census.

### Assessment

EAL students are assessed on entry and then on an annual basis using a variety of assessment tools including QCA descriptors (plus English National Curriculum) and European Assessment Framework. Students who are Beginners and Level 1 of the QCA

descriptors continue to get EAL support until they reach Level 2. Once they reach Level 2 they are monitored by their learning coordinator until they become independent learners. Where the school suspects that an EAL student also has SEN difficulties, we can refer them to be assessed but we are clear that EAL is not automatically SEN.

### **Support**

Carshalton Boys Sports College approach depends on the linguistic needs of the pupil but has to take account of staff capacity, organisational and timetable constraints. However, the first priority is to ensure that students follow the core curriculum as well as PE, Arts, Drama and Music. Students may be withdrawn from attending a second Modern Foreign Language if they have never learnt it before. Their individual preferences and strengths are taken into account in addition to the advice of the EAL team, learning coordinator and subject teacher alongside parental requests.

Support for beginners may take the form of individual timetabled tuition, before - after school clubs to catch up on homework and practise reading. The EAL team ensure that these students have access to a dual language dictionary they are encouraged to use at all times.

Parents are expected to take part in their son's learning experience by attending parents' evening with an interpreter. Translated letters and reports are provided on request. Information is also given on how to join adult education classes to learn English in order to gain functional skills in the community.

It is everyone's responsibility to support EAL Learners. Advice is available from the EAL learning assistant and EAL coordinator. Until students are at Level 2, the EAL team will lead support. The EAL team provides training and support to mainstream colleagues on implementing work programmes and on the selection of suitable resources.

Updates are emailed and strategies also appear in the weekly staff bulletin when appropriate. All EAL students are encouraged to join the school extra-curricular activities as a mean of integration.

### **Procedures**

While EAL pupils may require additional resources and differentiation in order to ensure progress, they should be quickly integrated as fully as possible, both socially and educationally into the life of the school, and on the whole, their needs should be met within the classroom environment. It is also the role of the EAL team to make the pupils aware of the school ethos and culture (perseverance, respect, independence and collaboration, discovery and enthusiasm) and develop an understanding of British values (democracy, rules of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs).

### **Examination Procedures**

It is the school's policy that students should be enabled to demonstrate what they know in tests and exams. Extra time is allowed for dictionary use in external examinations when a pupil has been educated in an English speaking school for less than 2 years.

Where possible and appropriate, the school will provide opportunities for EAL pupils to take a GCSE examination in their first language.

**Records**

Detailed records of linguistic progress are kept and evaluated as required, the feedback from these is taken into account when future programmes are formulated. Records are also kept in student school files. Updated details are available in the shared area – easily accessible. Updates are emailed to teachers and learning coordinators as necessary.