



EAL Policy for students following academic programmes

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and the skills of English as an additional language (EAL) students, and helping them to achieve the highest possible standards.

Introduction

EAL students at Bath Academy are those students whose first language is not English and who need additional support in English for them to pursue their studies effectively. All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a college, we are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We take a whole college approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have EAL and so to raise student achievement.

Aims

- To work with subject specialists and Personal Tutors to identify needs, implement strategies and monitor progress with regard to language acquisition and use
- To identify individual students' needs, recognize the skills they bring to the college and ensure equality of access to the curriculum
- To foster good practice in terms of teaching and pastoral support to ensure the needs of EAL students are met
- To ensure that EAL students are not excluded or marginalised from mainstream academic and extra-curricular provision
- To ensure that the quality of EAL students' spoken and written English is not an impediment to securing academic qualifications commensurate with their abilities
- To achieve the best possible score in either IGCSE ESL or IELTS examinations
- To integrate work done in EAL lessons with work done in main subjects
- To build and maintain a bank of resources to support learning provision

Context

Each year the college admits a large number of students for whom English is their second language. A robust system of support is in place. The overall purpose of the college's EAL provision is to enable students to attain a level of English sufficient to support them in GCSE, UFP and A level studies, to improve their use of English as a whole and, in most cases, prepare them to sit either the IGCSE ESL or the IELTS examinations. Students who are intending to apply to a UK University during one and two year A-Level programmes or the University Foundation Programme are timetabled lessons typically focused towards the requirements IELTS. IELTS is a measure of aptitude in four assessed areas of: Reading, Writing, Speaking and Listening. Students are given Band Scores, ranging from 1 to 9, in each of these areas, as a result of undertaking an externally run and assessed test at a local centre (International House, Bath/Bristol). In UCAS applications, or in conditions of offers made, the results of this test can be fundamental to the success, or otherwise, of entry to a UK University.

Key Principles

- Our students with EAL are entitled to opportunities for educational success that are equal to those of our English speaking students
- Students with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by students with EAL
- The bi/multilingualism of our students and staff enriches our college and our community
- To become fully competent in the use of curriculum/academic English is a long process, therefore students require long term support
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Students with EAL are not placed on the SEN record, unless they have SEN
- It is important that students with EAL are provided with opportunities to use their home or first language where appropriate
- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and included in planning
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language
- The focus and timing of additional support is an integral part of curriculum and lesson planning

- There is an understanding that EAL students are often confronted with a different set of problems to deal with than most of our other students. Pastoral support through regular timetabled meetings with personal tutors is available for all students
- Language is central to our identity. Therefore, teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills
- All languages, dialects, accents and cultures are equally valued

Teaching and Learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons
- There is a focus on both language and subject content in lesson planning
- Scaffolding is provided for language and learning
- Students have access to effective staff and peer models of spoken language
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture
- Additional verbal support is provided, eg repetition, modelling, peer support
- Learning progression moves from the concrete to the abstract
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation
- Discussion is provided before, during and after reading and writing activities
- Specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support
- Communicative and supportive approach in lessons
- Building up and consolidating vocabulary banks and more complete understanding of grammar
- Students are encouraged to bring work for other subjects with which they need help
- Subject tutors liaise with EAL tutors so that the teaching of subject specific vocabulary and writing skills pertinent to particular subjects can be integrated into EAL lessons
- Where additional support is required or requested a one-to-one or small group class may be created with a specific focus: English for Business being typical

Identification, Assessment and Monitoring

- Students requiring EAL support are usually identified during the admissions process, from their applications and spoken interviews; the Admissions team will report/collect information about the student's additional language needs which will be passed to subject teachers
- Previous English Language ability is assessed by requesting results of secure English language testing
- At registration all University Foundation Programme students are tested using an in-house placement test
- At times, enrolled students may be identified as needing language support by their subject tutors or Personal Tutor. Some students may request language support themselves during the course of their studies
- Tutors write full EAL subject reports for each student every term, as for other subjects. The report outlines progress in the four skills of reading, writing, speaking and listening during the preceding half term and sets targets and offers advice for the succeeding one
- EAL students are, of course, also monitored by their subject tutors on an ongoing basis in terms of class participation and quality performance in tests

Staff Development

- Staff are encouraged to undertake professional development to ensure that provision for EAL students is appropriately delivered and co-ordinated
- The ELT department provides a regular INSET programme for its international students and EAL learners
- **The School Development Plan incorporates action plans and reviews relating to raising the achievement of EAL pupils**
- Responsibility for the progress and well-being of EAL students lies with all Bath Academy staff

Special Examination Access Arrangements

EAL students on GCSE and IGCSE programmes may use bilingual translation dictionaries and may be awarded additional time in their examinations if they satisfy the JCQ eligibility criteria. Those sitting A Level examinations may use bilingual translation dictionaries if they satisfy the JCQ eligibility criteria but will not be eligible for additional time.

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