

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (305)

AIMS

- To ensure that girls with EAL have access to a broad, balanced and relevant curriculum
- To assist girls with EAL to achieve their potential both in the classroom and through additional EAL support where appropriate
- To involve parents of girls with EAL in decisions involving their daughter
- To ensure that girls use English confidently and competently

PROCEDURES

Girls may require additional resources and differentiation in order to ensure progress. However, they should be 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. Whilst we enjoy having a variety of languages spoken around school during the girls' free time, we encourage our EAL girls to practise their English as much as possible during lessons.

Responsibilities

The EAL Co-ordinator/teacher is Mrs Arleta Drewniak-Davis.

Role of the EAL Co-ordinator

- Organise EAL lessons and EAL in class support
- Provide information on all girls with EAL to all members of staff who may be involved with them.
- Help classroom teachers make provision, through normal classroom differentiation and support, for girls with EAL
- Liaise with parents at all stages and involve them in decision making
- Seek and respond to the views of the girls themselves at all stages
- Ensure that suitable examination arrangements are made in conjunction with the Examinations Officer as and when necessary.
- Liaise with the Admissions Officer regarding entrance examination procedures, advising on appropriate tests where necessary
- Organise external EAL Examinations as appropriate!

Identification and Assessment

EAL is usually identified during the admission process. The level of EAL need is assessed using the Sutton High English entrance examination and the OUP Online Placement Test.

Records

All staff have access to the necessary information for pupils on the ALN Register. The register and Pupil Learning Plans are available to staff in the common area under ALN and on SIMS.

Staff are expected to have examined these records for pupils whom they teach and implement the recommended strategies in the classroom. They should have brief notes for girls which they teach so that they can comment on progress at regular intervals.

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Provision

This takes three forms:

- Differentiated learning opportunities (which may include a modified curriculum) and regular and frequent monitoring of the girl's progress by the class teacher and EAL Coordinator, through the school reporting system
- EAL support during small group withdrawal lessons according to need
- In class EAL support where appropriate
- Pastoral support for girls with English as an Additional Language, through regular meetings with the EAL Coordinator, Form Tutor and Head of Year
- Opportunities for girls to share and celebrate their own culture/language within school, e.g. as part of our annual Languages Week, where EAL girls tutor other students in learning their language

Timetabling

When support is needed in a withdrawal situation in Years 7 to 9, the first priority is to ensure that all girls follow the core curriculum. The extent of other subjects taken will depend on their ability in English and for pupils at an early stage of the language acquisition it may be necessary to participate in an intensive block of EAL lessons. As their English improves, the number of subjects taken may be expanded. The most common method for girls with a reasonable standard of English is to withdraw them from part of the Modern Foreign Language carousel timetable and use this time for EAL lessons. Their individual preferences and strengths are taken into account in addition to the advice of the EAL Coordinator, and subject staff alongside parental requests.

If support is needed in Years 10 and 11 this will usually be provided through the IGCSE English as a Second Language course or if the English department feel that achieving a pass at GCSE is possible, some in class support or additional lunch time sessions may be provided.

Courses

Girls who have EAL support in Years 7, 8 and 9 will be expected to work through a bespoke course, linked to the Cambridge English as a Second Language Qualifications. At the end of Year 9 girls' English ability will be assessed by the English department and EAL coordinator, and a decision made as to whether GCSE English Language course is appropriate or whether they should follow the IGCSE English as a Second Language course.

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

Girls arriving in the Sixth form without GCSE English would be encouraged to take IELTS /Cambridge English Examinations B2 First or C1 Advanced before University Entrance.

Examination Procedures

It is the school's policy that girls should be enabled to demonstrate what they know in tests and exams. For internal exams, in Years 7/8/9 decisions about extra time and dictionary use will be based according to pupils' individual needs as established by the EAL Coordinator and SENCo. For public exams, access arrangements will be made according to the JCQ regulations.

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