



The Abbey

The independent school for girls aged 3-18.

English as an Additional Language (EAL)

The Abbey School, Reading



17 Kendrick Road, Reading, Berkshire RG1 5DZ
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Registered Charity No 309115. The Abbey School exists to educate academically able girls.



1.0 Policy

This policy document sets out the school's philosophy, aims, principles and strategies to ensure that pupils with English as an Additional Language fulfil their potential

2.0 Aims & Principles

At The Abbey School, we aim to provide a caring, supportive and stimulating environment in which all girls are equally valued and encouraged to reach their full potential. Whilst we recognise that many of our girls speak more than one language and we acknowledge that bilingualism can be a strength, English is our common teaching and social language. However, this does not detract from us valuing and celebrating the additional languages spoken within our school community.

Although many pupils acquire the ability to communicate in English on a day to day basis quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for a number of years.

In order to achieve this The Abbey School aims to:

- Help parents to understand how to support their daughter at home.
- Identify additional needs as early as possible so that appropriate support is offered.
- Encourage a "whole school" approach to the provision of support for girls with EAL.
- Ensure that teaching practices and materials support the needs of the EAL learner.
- Respect the range of languages that are spoken by our pupils and value their overall language development.

Once a girl reaches senior school we will work in line with the International Baccalaureate's helpful document entitled Guidelines for Developing a school language policy (International Baccalaureate, 2008) The process of developing and reviewing the policy has, accordingly, been collaborative, and has resulted in a policy framework which is 'meaningful and workable', and which is focused on the 'complex language and learning-related needs' of The Abbey Community, as well as on our 'particular socio-cultural circumstances'. The school's underlying philosophy reflects the importance and value of language in our learning community, and the EAL policy provides a clear framework within which all pupils can be supported as language learners, and in which 'all teachers are, in practice, language teachers with responsibilities in facilitating communication'.

3. Definition of EAL

Many pupils at The Abbey School speak two or more languages. EAL students may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country and an English speaking school;
- Born abroad but moved to Britain at some point earlier in childhood;
- Born in Britain but into a family whose spoken language is not English.

EAL in **our** context is defined as when a language other than English is predominantly spoken at home and this additional language impacts learning in some way.

4.0 Equal Opportunities

The Abbey School is an academically selective school and therefore there should be confidence that prospective pupils can cope with the content and pace of The Abbey

School's curriculum. The school will monitor intake but will not discriminate against a pupil on the grounds of her native language.

5.0 SEND and Gifted and Talented Pupils

Most EAL pupils needing additional support do not have a learning disability but catch up with their peers once they have adjusted to the English language. However, should Learning Support or Gifted and Talented needs be identified, EAL pupils have equal access to the school's provision.

6.0 Our Values and Vision for EAL in our Setting

Junior School

We consider each child's situation individually, depending upon the age that they join the school. We tailor any EAL support to the needs and age of the child.

- All staff play a crucial role in modeling uses of language and an awareness of the range of languages spoken by the girls with whom they work.
- Staff provide language enrichment activities and support building vocabulary. The language demands of learning tasks are considered across all curriculum areas.
- Additional visual support can be provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Scaffolding may be used for language and learning, e.g. talk frames, writing frames.
- Where appropriate, girls may receive short term 1:1 or small group interventions to focus on grammar, subject specific vocabulary and misconceptions in comprehension.

Senior School

Girls on the EAL list who have reasonable English and who are able to follow lessons receive EAL lessons in school. These lessons are taught to a large extent by a language teacher who studied English as a Foreign Language at university. Girls are either taught individually or in small groups.

Girls with very good English receive some individual help from their English teacher (for example for coursework) or other subject teachers. There may be an additional charge for some of these services.

Once a girl's English is very fluent, she will remain on the EAL List and the EAL Coordinator (Senior School) will monitor progress but not actively intervene unless there is a cause to do so.

In all cases, the suitability of the year group curriculum will be assessed and an individualised timetable created if appropriate.

English Qualifications

Whenever possible and advisable, the school will endeavour to help Lower and Upper V (Year 10 and 11) EAL students to take at least one GCSE in English. If a girl's English is at a basic level, the School may recommend alternative qualifications such as a lower level Cambridge proficiency. For some girls, it is more appropriate to concentrate on non examination English as a preparation for future study.

Examinations

In public examinations, some EAL students are entitled to additional time and help. They are permitted to use a bilingual dictionary which has to be supplied by the school and which has to be checked by staff prior to the examination.

Additional time (25%) is also allowed but only if:

- They have been in the country for less than two years;
- Neither parent is British born;
- They have not been educated in an English speaking school;
- They need to use a dictionary extensively.

(See the latest JCQ regulations)

Additional information can be obtained from the Examinations Office.

7.0 Identification, Assessment, Record Keeping and Reporting

Junior School

EAL pupils are identified through communication with parents and initial entry assessments. They are recorded within two levels on iSAMS (the school's data management system) – a grey star indicating 'EAL aware' to be monitored and a blue star for those EAL pupils currently receiving support. Dialogue with teaching staff and observations of pupils identify language specific barriers to learning, and strategies to support within the classroom.

Information on iSAMS is reviewed regularly to identify progress and where additional help from the Support of Learning Teacher may be beneficial.

Senior School

Pupils with EAL are identified during the school entrance process. Once identified as EAL, a place will be offered on the understanding that, where necessary, the parents agree to pay for extra EAL support. Private tutoring, before or after arrival, may be made a condition of entry to the school, in order to give the pupil the best opportunity of accessing the curriculum.

Once members of the school, EAL pupils are assessed with a verbal and written test and the appropriate level of support is determined. Where appropriate the school will provide additional support to groups of or individual EAL pupils. Written reports detailing progress are included in the annual full written report for these pupils.

A list of EAL girls, with information about the languages spoken and the level of support required, is kept in the Learning Enhancement folder in the staff shared network. The School is in the process of transferring this information onto iSAMS (the school's data management system). The EAL Coordinator (Senior School) is available for consultation and will advise teachers on needs, strategies and, if applicable, materials which may be useful to support EAL pupils.

Authorised by	Resolution of the Leadership in Girls Education
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Date	September 2018
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Effective date of the policy	September 2018
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