



English as an Additional Language (EAL) Statement of Policy and Practice

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Policy Statement

Language plays an important part in supporting the school's mission statement. Within the school / boarding community many languages exist side by side and pupils are encouraged to compare languages and the cultures that are associated with them.

Malvern College is committed to providing a quality education in English for pupils from a variety of cultural backgrounds and to providing support for pupils weak in English. The school recognizes the important role that teachers play in developing language acquisition and also acknowledges the importance of mother tongue development.

Language lessons not only provide a medium for the acquisition of language, they also promote the development of the whole person. This comes about as it is not only language that is promoted but also the recognition and understanding of the culture that accompanies it. Throughout their English language studies, pupils tackle issues that are relevant to young people and society at large, while developing an understanding of the effectiveness and use of English in all of their studies and social interactions.

As the school makes welcome pupils with a variety of linguistic backgrounds, it is vitally important that its EAL policy is flexible, thereby allowing the school to incorporate the needs of different learning styles and needs of pupils, while at the same time introducing them to the pedagogical and educational methods and strategies implemented at Malvern. This offers the individual the opportunity, not only to acquire facility and fluency in the English language, whilst providing recognition of mother tongue, but is also in-keeping with the school's multicultural awareness and recognition of internationalism.

Government Policy which affects Malvern EAL Policy

"Technical Guidance for Schools in England" produced by the Equality and Human Rights Commission in July 2014.

Equality Act 2010 provides that people should not be discriminated against in school's provision on the basis of any of the protected characteristics set out in the Act when accessing the education and benefits provided. This does not necessarily mean that education providers should treat everybody in exactly the same way: in some circumstances, an education provider will need to deliver in a range of ways to meet the differing needs of people so that all receive the same standard of education as others as far as this is possible.

The way in which the curriculum is delivered can be used to tackle stereotyping and inequality. Teaching staff should be encouraged to think about the way in which they deliver their teaching to ensure that they do not inadvertently discriminate against pupils.

By taking appropriate and proportionate positive action, schools are likely to improve their education and services for pupils, and to overcome barriers for particular groups of pupils. The only limit that the Equality Act places on positive action to meet different needs is that it must be a proportionate means of achieving this aim. Thus additional English language classes for pupils whose first language is not English, is making additional provision specifically to meet particular needs.

Teacher Standards

EAL is mentioned specifically in section 5. **Adapt teaching to respond to the strengths and needs of all pupils** but there is relevance to teaching and learning for EAL learners throughout the standards.

Teachers should:

..have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

DfE: Teachers' Standards Guidance for school leaders, school staff and governing bodies July 2011(introduction updated June 2013)

EAL in the National Curriculum

Through the National Curriculum, the DfE expects effective teaching and learning for EAL to take place within the curriculum:

- 4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- 4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Department for Education (September 2013): The national curriculum in England Framework document: for teaching 1 September 2014 to 31 August 2015

The Context of the School

In the 2017/2018 academic year, EAL pupils at Malvern College originate from thirty different language / nationality backgrounds between them. Approximately 140 pupils are currently studying EAL or have studied EAL in the past and have completed their IELTS examination.

The Role of the EAL Department

The principal aim of the EAL Department is to give all students from overseas whose first language is not English the linguistic ability and confidence to deal with their studies, activities and social interactions while they are at Malvern College.

Its aims are to:

- Improve English language skills in order to allow overseas pupils access to the general curriculum
- Prepare pupils for the internationally recognised external IELTS examination

Key Principles for the EAL Department

- 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 planned for, with attention both to initial access and to extension
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- Teachers have a crucial role in modeling uses of language
- All pupils have entitlement to the National Curriculum
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook which are:
 - to set suitable learning challenges
 - to respond to pupils' diverse learning needs
 - to overcome potential barriers to learning and assessment for individuals and groups of pupils.
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- A distinction is made between EAL and Special Educational Needs
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills

- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued

EAL Programme

- Each pupil receives three fifty-five minute taught lessons per week and studies a course tailored to their level of English and their learning needs
- Reading is strongly encouraged at all levels of study in order to develop language skills in an autonomous fashion
- Writing skills are developed through activities and tasks focused on relevant writing styles and skills
- All pupils are encouraged to develop opinions and general knowledge on various subjects with an emphasis on current affairs and to express these opinions clearly
- Extra 1 to 1 lessons are offered to those pupils deemed to be in need of further tuition or those who request it, which focus on the key areas of listening, reading, writing and speaking
- Each pupil is exposed to a variety of exercises to promote his/her listening skills.

Foundation Year and Remove:

Pupils in their first two years at Malvern follow the Language Leader Upper Intermediate and Advanced courses respectively.

100, P6 and Lower Sixth Form:

- Pupils work towards and are entered for IELTS (International English Language Testing System), an internationally recognised qualification, in which a grade of 6.5 or above is required for University entrance in Britain. Pupils follow the Ready for IELTS coursebook.

Strategies for Continuous EAL Development

These strategies should be implemented in both the EAL classroom and all other subjects:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
- Writing frames, directed activities related to texts
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts

- Discussion is provided before and during reading and writing activities

Planning, Monitoring and Evaluation

Information is collated regarding the pupils' linguistic background, Malvern College boarding house, and any previous English language schooling and disseminated to teaching staff via the EAL Register every September.

The pupils' level of English is identified with reference to the Oxford Placement Test (OPT) on arrival at the school in September. This information is made available to teaching staff as soon as possible after the beginning of the Autumn term.

Each pupil's EAL progress is formally tested on two separate occasions during the school year.

Any pupils who arrive mid-school year will be asked to sit the OPT assessment on entry prior to being given their EAL timetable.

All pupils coming directly from overseas are asked to take an entry test, provided by Malvern College, in their country of origin. This is subsequently returned to the school, assessed by the Head of EAL who ultimately reports his findings to the Registry.

Staff regularly observe, assess and record information about pupils' developing use of language, through monitoring of class work and work to be completed in the pupils' own time.

Whilst account is taken of EAL development, the school takes into account IELTS results when pupils progress from the Lower School (pupils in the 100 and P6) to the Sixth Form.

Special Educational Needs and Gifted and Talented Pupils

Malvern recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision. Similarly, Malvern recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

Teaching staff have regular liaison to discuss pupil progress, needs and targets.

Internal assessment is utilized which is free of cultural bias and action is taken to remove any bias that is identified.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity.

A range of resources is used to support pupils' linguistic development, e.g. published photocopiable material, games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, recorded materials, etc.

Assessment materials use images and texts which are appropriate for all pupils.

Staff Development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated through workshops

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of EAL pupils.

Review and Evaluation of Policy

This will include needs, level of English, support, achievement and progress enabling the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

Extra Information

Tuition fees are charged for 1 to 1 lessons, dependent on the hours taught. Parental consent is always required before a pupil undertakes a programme of 1 to 1 tuition. Pupils are expected to pay for the recommended pupil workbook.

Contact with the Department

If you have any questions, please contact Mr. Mat Lloyd (MGL), Head of EAL.