BRIGHTON GIRLS
SENIOR SCHOOL POLICY
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Document Control

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1.   PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton Girls related to students with English as an additional language.

This policy applies to Brighton Girls Senior, Prep, High & Sixth Form School.

2.   LIST OF ABBREVIATIONS & MEANINGS

BGS	Brighton Girls' School
EAL	English as an Additional Language
GDST	Girls' Day School Trust
SENDCo	Special Education Needs & Disabilities Coordinator
SOW	Scheme of Work
TEFL	Teaching English as a Foreign Language
May / Should	Advisory
Shall / Must	Mandatory

3.   GENERAL

3.1.   School Context & Summary

Brighton Girls' School is an independent, selective school. A competitive entrance exam and high academic standards applied across all subjects mean that the school does not cater for EAL beginners.

All students who speak English as an additional language at BGS are advanced learners of EAL with one exception currently as one student is a sponsored refugee. EAL learners requiring support constitute less than 3% of the school population. We recognise that a significant number of our pupils speak more than one language at home, although they do not consider themselves EAL learners. Bilingualism and multilingualism are actively promoted and a specific provision exists to cater for advanced speakers of Latin, French and Spanish.

When a student joins us that has English as a second language, the EAL Coordinator will liaise with the student and the family to decide whether access arrangements such as a bilingual dictionary are advisable in certain subjects. This will be done on a case by case basis.

Upon entry to the Senior School, students needing EAL support will firstly have their level of English assessed and then they are supported through the use of a range of strategies at an appropriate level to support and develop their English.

All subject teachers are also involved as they help to determine what specific help the students may need week by week.

Additionally, the EAL Coordinator will provide them with an opportunity to ask for support and advice about school life in general, when they are unsure of procedures, rules, etiquette etc.

3.2. Definition

We follow the DfE guideline to identify students as EAL: " *A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English ''.* We would include students who are bi-lingual as those, who have English as a mother tongue as well as another language.

3.3. Aims of the Policy

The aims of this EAL policy are:
- To enable all pupils to participate in the full range of school life and activities, and to succeed to their individual potential;
- To create a positive learning environment;
- To reflect through the whole-school ethos the value placed on diversity and the respect accorded to all individuals;
- To support EAL needs as a collective, whole-school responsibility, believing that all teachers are teachers of pupils with individual needs.

3.4. The School's EAL Objectives

- To ensure all EAL pupils are identified and procedures followed to ensure their needs are met and they achieve their potential;

- To ensure EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- To ensure all EAL pupils are actively encouraged to participate in extracurricular activities;
- To ensure parents/guardians feel encouraged to play a role in EAL pupils' education;
- To ensure appropriate resources are available and are used in the school;
- To ensure EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate;
- To ensure the school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness.

3.5.   Roles and Responsibilities for Management of Provision

EAL assessment and provision is co-ordinated, in conjunction with the Head and SLT, by the SENDCo Valeria Zinola, who acts as the school's EAL Coordinator.

- She ensures that pupils are identified, assessed, monitored.
- S/he keeps an up-to-date EAL register, and ensures that staff are informed of pupils' needs and progress.
- S/he provides school staff with guidance and support relating to effective teaching approaches and materials.
- S/he advises EAL pupils on first language examinations.
- S/he liaises with parents/guardians to involve them in decision-making.

3.6.   Provision – Senior School

There is no specific provision for girls with English as an Additional Language beyond that described above and below. Where needs are identified that exceed our ability to provide, parents may be given advice on possible sources of help, which they would have to pay for outside school.

3.6.1. Scheme of Work (SOW)

As the majority of the EAL students at BGS are advanced learners of English, there is no requirement for a general scheme of work. Where a student requires more support the EAL Coordinator develops and shares guidelines that define the structure and content of the EAL provision for that particular student. This includes recommendations on strategies and resources (e.g. books, equipment, time) and class activities (e.g. teacher-talk, group work, discussions) and assessment strategies (e.g. tests, quizzes, Q&A) will be used to ensure that the learning aims and objectives are met successfully.

These guidelines are an interpretation of the needs and requirements of the individual students as the EAL Coordinator works with small numbers of EAL students and they are used as a guide to monitor progress against the original plan.

3.6.2. Classroom provision:

- Strategies for differentiation (staff);
- Teaching approaches which promote language development;
- Provision of bilingual dictionaries and other resources;
- Departmental support – subject specific vocabulary lists provided by EAL Coordinator.

3.6.3. Additional specific provision:

- For the first two years, EAL Coordinator provides initial meetings and regular reviews for more advanced EAL learners. In the rare cases of non-advanced learners the EALCo offers one hour per fortnight EAL support, instruction and mentoring for EAL students.
- When and how students receive specialist EAL support within the current curriculum;
- External examinations in first language;
- Links with other schools/exam centres;
- Access arrangements.

3.6.4.   Pastoral provision:
- Integration of EAL pupils within school - buddies (older/same language lesson buddies);
- Contact with parents/guardians.

3.6.5.   Promotion of bilingualism by inclusion and diversity team and Modern Languages department
- Use of display;
- School assemblies, calendar events etc.
- Multicultural issues in schemes of work.

3.7.   Provision - EYFS & PREP

Please see our separate policy for EYFS and our Prep School.

3.8.   Admissions & Assessment

For the purpose of planning appropriate provision and communication between staff and parents, EAL students' competence in English is assessed before entry to the school. The entrance test comprises three short papers: Verbal Reasoning, Mathematics and English, and are designed to test potential rather than knowledge. Brighton Girls will not penalise applicants who have not had specialist teaching in these areas and does not recommend additional tutoring in preparation. It is unlikely that a student with EAL would pass the entry requirements; the possible exception to this would be a student (e.g. Chinese) entering our Sixth Form with excellent qualifications, but whose access to the curriculum would be restricted owing to a poorer command of English than her peers.

3.9.   Identifying pupils with EAL

Identification of EAL students would occur during the entrance test and/or interview and the additional needs discussed at that point. Occasionally, the identification could occur once the student has begun, through a particular teacher or through the PIPS or MIDYIS tests. In this case, the student would be referred to the EAL Coordinator, who would seek an interview with parents and discuss the most appropriate strategies.

3.10.   Identifying gifted and talented pupils with EAL

Staff are alert to actual or potential high ability in EAL pupils, and they are identified and supported appropriately.

3.11. Identifying SEN in EAL pupils

When EAL pupils do not make anticipated progress this may indicate learning difficulties. Before identifying SEN the following related factors are investigated:

- possible sensory problems;
- social, emotional or behavioural needs;
- the supportiveness of the language learning environment.

3.12. Additional Support for EAL students

For younger students, in particular EYFS, the classes are small enough to allow the teacher to differentiate and to offer additional support on a one-to-one basis. The use of the teaching assistant would also enable this to occur.

3.13. Recording, Monitoring and Reporting

Students are assessed for their level of English on joining the school through interview questions. If the EAL Coordinator considers that significant support is needed, assessment will be carried out by the most appropriate means for the student e.g. a paper based placement test , a computer-based reading test. The EAL Coordinator will identify a range of materials at an appropriate level to support and develop their English. All subject teachers are contacted to ascertain what specific help students need week by week and teachers are given strategies for support for EAL in the classroom.
Additionally, EAL students are provided with opportunities to ask for support and advice about school life in general, when they are not clear on procedures, rules, etiquette etc.

Routine school monitoring is applied to EAL students. This includes the use of MiDYIS, CEM data, as well as using a range of evidence that is collected through assessment and monitoring or student's work and teacher referrals. Additionally, the EAL Coordinator and staff can raise concerns at Pastoral team meetings and through emails and informal discussions.

An EAL file is maintained by the EAL Coordinator to ensure teachers have access to resources useful for EAL students during lessons. A confidential staff file containing details of EAL student support is maintained within the staff drive, restricted access for only the School Head, Assistant Head & SENDCo / EAL Coordinator.

3.14. Staff Support & Training

The SENDCo has completed a post-graduate diploma in TEFL to support her in the role of EAL Coordinator.

The EAL checklist provides guidance to teachers to ensure they have created a positive learning environment specific for EAL pupils. A copy of the EAL Checklist and proficiency level descriptors are available via the appendix of this document

3.15. Success criteria

The effectiveness of this EAL policy is reviewed through monitoring and evaluation of various aspects of the school's EAL provision.

Evaluation tools will include:
- EAL pupils' levels of attainment in formal school assessments/external tests;
- Pupils' levels of attainment in EAL assessment over time/progress demonstrated by work scrutiny;
- Progress and outcomes of target setting over time;
- Pupil retention through Sixth Form application;
- Pupils' reports;
- Informal assessment by EAL Coordinator /teaching and pastoral staff, e.g. of participation in class, integration into school life etc.
- Informal feedback from the teacher which will help guide the EAL coordinator for target setting.

3.16. Policy Cross Reference

This policy should be read in conjunction with:
- GDST Equal Opportunities Policy;
- Anti-bullying policy.
- Brighton Girls EYFS and PREP school policy

4. APPENDIX

4.1 EAL Checklist: (example only)

EAL CHECKLIST

BRIGHTON & HOVE
Prep · High · Sixth

1) Do I know my students' levels?

2) Do they understand the lesson objective?

3) Do I know what English language skills are needed to access the lesson? Have I planned to teach/model and practise them? Provided opportunities to extend them?

4) Have I provided visual support? Gestures, facial expressions, real objects, pictures, graphs, mind maps, role play etc.

5) Am I providing opportunities for pair and small group work?

6) Have I highlighted key words/phrases?

7) Is the seating plan supporting learning?

8) Have I thought about supportive, scaffolded questioning?

9) Are there opportunities for pupils to support each others' learning?

SPEAKING AND LISTENING
BEGINNERS

- Build up one word answers into full sentences by prompting.
- Ask *yes* or *no* questions and questions which provide the answers: Is it red or black?
- Active listening exercises: Listen and fill in the blanks/listen and sequence/listen and complete the chart.
- Rehearse ideas before writing: linear plan/mindmap, think pair share, pupils explain their plan to a partner; give a presentation.
- Thinking time. Wait, repeat, paraphrase.
- Hotseat activities: let pupils plan the questions.
- Elicit language for higher level thinking – explain, predict, what if?

ADVANCED

READING AND WRITING

- Use DARTS – labelling; match-ups with word, definition and picture; cloze; sequencing; true or false; jumbled words and sentences, categories activities.
- Storyboard.
- Build semantic webs: the word – its definition, symbol, diagram, example of its use, where you find it, what it's made of, use it in a sentence.
- Provide sentence starters
- Provide writing frames
- Pupils to supply sub-headings for paragraphs.
- Give a sample paragraph and pupils substitute the new information
- Deconstruct a text, then reconstruct, with added info.
- Make opportunities for: scanning and skimming, paraphrase and summary.
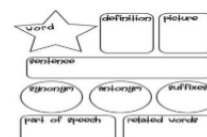
4.2 English Proficiency Levels Descriptors

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
Brighton Girls EAL policy	Initial	March 2018	Initial policy development	Valeria Zinola Paul Fairhurst	Expired
Brighton Girls EAL policy	02	September 2019	Review & change of school name	Kate Ashdown	Live
Brighton Girls EAL policy	03	October 2020	Review	Kate Ashdown	Live
Brighton Girls EAL policy	04	September 2022	Review	Valeria Zinola / Katy Barwis	Live
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