ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) 
POLICY AND HANDBOOK

<table>
<thead>
<tr>
<th>Whole Trust? Yes</th>
<th>Statutory? Yes</th>
<th>To be displayed on the Website of each school? Yes</th>
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<td>Revised: March 2015</td>
<td>Next review: March 2019</td>
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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) DEPARTMENT

Mission

(1) From the Mission Statements of the Foundation Schools:

- To create an outward looking ethos in which the richness and diversity of cultures from around the world are appreciated and celebrated.

(2) The Mission of the EAL Department:

- To provide international students with the English language skills they need to maximise their academic and communicative potential in the Foundation, and to prepare them for their future after leaving the Foundation.
1. Staff Profiles

Mr. Peter Stroud, BA (Hons), DELTA, MSc.
- Head of EAL, Prior Park College
Peter was a boarder at Rendcomb College before taking a degree in German at University College London. After university, he gained a CELTA teaching qualification before going to teach abroad for the next 18 years in Italy, Portugal, the former Czechoslovakia and finally Japan, where for 12 years he ran the in-company English and Business Communication Skills Team for American Express’ head office in Tokyo. During this time he studied for a Masters degree in English Language Teaching Management, which he completed in 2000. He returned to the UK in 2005, working in English for the corporate sector before becoming Director of Studies at Bath Academy. He joined Prior Park in September 2012, bringing a huge range of knowledge and teaching experience. He is also an IGCSE and IELTS examiner.

Mrs. Catherine Giles, BA, PGCE, DELTA, MA
- EAL Teacher, Prior Park College
After graduating from UWE, Catherine successfully completed the CELTA qualification before taking up an EFL post in Japan. On her return to the UK, she gained a PGCE and worked as an MFL teacher in Brighton, Frome and Bristol before moving to Bath. She then taught English for Academic Purposes at the University of Bath while working towards her MA. She also taught EAL at Stonar School, and joined Prior Park in November 2012. She is an IGCSE and IELTS examiner, and adds an enormous amount of expertise and experience to our EAL section.

Mrs. Clare Crofts, BEd (Hons), TEFL, Dip ELT & Applied Linguistics
- EAL Coordinator, Prior Park Prep School
Having gained a teaching degree, Clare taught for many years at various primary schools in Gloucestershire and Wiltshire. A relocation with her husband’s job took Clare and her family to The Netherlands where she began working at Arnhem International School. Whilst there, she began teaching English to children and their parents and completed a TEFL qualification. On her return to the UK in 2010, she began working at Prior Park Preparatory School as an EAL teacher. In 2013, Clare took on the role of EAL coordinator and is now responsible for running the department. At the same time, she began studying with the University of Reading for a Master’s degree in English Language Teaching and Applied Linguistics. As well as teaching expertise, she offers support and pastoral care to all the EAL pupils.

Miss Katie Samwell,
- SENCO, The Paragon School
Katie has completed the National Award for SEN Co-ordination and has much experience of working with children for whom language can be a barrier to learning. She has worked closely with Kickstart, implementing strategies and recommendations to ensure pupils for whom English is not their mother tongue are integrated into their class and are a part of the school community. Katie oversees The Paragon's team approach to supporting EAL pupils - coordinating links between home, school and specialists when needed.
2. Introduction

- It is fundamental to the principles of the Prior Park Foundation that the contribution by international pupils is valued as a positive enhancement to the strength and diversity of the education afforded to students under our care.

- Provision is made across the Foundation for students whose first language is not English. EAL students are guided towards a rapid understanding of reading, writing, speaking and listening in English to enable them to access the curriculum more easily, as well as conversing with their fellow pupils, teachers and the wider community. Those pupils who stay in the UK will go on to successfully complete their education in schools and universities, while those who return to their home countries directly from the school are able to perform far better in the language than when they first arrived at the school.

- Overseas pupils join the Prior Foundation at different stages of their school career. Some join for a short stay of a year or less, while others follow the UK education system through to Higher Education.
  - The EAL Department at Prior Park College (PPC) generally caters for around 50 pupils from various countries including Hong Kong, China, Russia, Korea, Thailand, Mexico, Romania, Germany, France, Spain, Italy, Japan, etc. International students arrive in the Senior School between the ages of 13 and 17 to take their GCSE, AS and A level examinations before going on to a British university. Overseas students make up around 10% of pupils.
  - At Prior Park Prep School (PPPS) EAL students represent about 10% of total numbers (around 21 students). The majority of these are in Y7 and Y8, although there are sometimes younger EAL students. They come from a variety of countries including Hong Kong, China, Japan, Russia, Mexico, Thailand, France and Spain.
  - The Paragon School (TPS) generally has around three or four EAL students, typically Spanish, French or Russian. This usually represents less than 2% of the total student numbers.
3. Aims and Objectives

- To provide international students with language skills of life-long value, specifically to improve their communicative ability in speaking, listening, reading and writing in English.
- To develop in pupils the confidence and motivation to take advantage of the academic and social opportunities offered by the Prior Park Foundation.
- To ensure that pupils are given the best opportunity to reach their potential in all curriculum areas by reducing the barrier of language, and to support students in curriculum subjects where the lack of English is impeding progress.
- To provide a happy, relaxed and caring atmosphere to ensure that pupils settle in to the school as soon as possible and have a stimulating and enjoyable experience of British education.
- To ensure that there is regular and effective liaison between everyone involved in the teaching and care of EAL pupils. This may include attending departmental meetings, observing EAL students in mainstream classes, designing and delivering teacher development sessions, informal advice to colleagues, preparing IEPs and reports, liaison with pastoral staff, etc.
- To share knowledge about pupils’ abilities and needs in English and encourage teaching staff use this knowledge effectively in planning, teaching and pupil grouping.
- To help overseas pupils to integrate into the life of the Foundation as a whole by helping them to explore issues of cultural interest and by encouraging them to take part in extracurricular activities. The role of the boarding house (PPPS, PPC) is clearly vital as a key facilitator for integrating these pupils with other nationalities. Tutor groups are another area where integration can be very successfully worked on. The EAL Department aims to act as a link between these various parts of the school community.
- To assist and inform the pastoral care of overseas pupils. The teaching of language involves close personal relationships, and EAL staff are therefore well placed to play an important role in the pastoral care of international students. This is in tandem with Boarding House staff, working in areas such as induction, settling into a new way of life, understanding regulations and their importance, and other pastoral matters.
- To liaise with international parents. EAL staff regularly communicate with international students’ parents (or their representatives). This role in supporting the pupils and liaising between members of staff and parents is of vital importance and one of the most effective ways that the department can contribute to the Prior Foundation as a whole.
- To prepare students for the next step in their education, whether progression within the Foundation or to other schools or colleges. This may involve offering advice about students’ academic work, subject choices, study skills, personal statements for UCAS forms, university choices, references, etc.
- (PPC) To assist the admissions team by assessing the English level of international applicants. All prospective students are interviewed, normally via Skype, and a written test is conducted.
**4. Teaching & Learning**

- (PPC) EAL classes at Prior Park College are organised as follows:
  - Pupils in Y9 receive EAL classes in addition to their mainstream lessons. EAL classes are timetabled against mainstream English lessons, allowing students to move between the two if one stream is more suitable for them. They generally receive 5 lessons a fortnight. They are taught EAL in a small group, focusing on improving their general communicative competence in the skills of listening, reading, writing and speaking, as well as English grammar and vocabulary development.
  - At GCSE level (Y10 & Y11), EAL students usually prepare for IGCSE in English as a Second Language. The scheme of work for this is attached as an appendix to this document. Students are taught in a separate dedicated set during GCSE English lesson time, usually 6 lessons per fortnight. Early on in Y10 there is scope for linguistically stronger students to move to mainstream English if appropriate.
  - It is policy not to tender an additional charge for group classes that are scheduled in place of mainstream English classes.
  - Private or very small group tuition is provided for Y9-11 students where a need is identified by the school, the parents, or the student him/herself. This may be to work on a specific linguistic weakness such as writing skills, but may also be to support the student’s work in mainstream subjects, often those subjects with a heavy load of unfamiliar vocabulary such as Geography, History or Theology.
  - Pupils remaining at the college for one year only are encouraged to study for one of the Cambridge ESOL examinations (PET, FCE, CAE).
  - International Sixth Form students are taught at a mutually convenient time during their study periods. These are generally individual or small group lessons, and the focus of these can be on specific areas of difficulty (e.g. grammar, academic writing), or help with A level subjects with particular linguistic challenges (e.g. Psychology, Economics). Most frequently, however, international Sixth Formers choose to prepare for the International English Language Testing System (IELTS) exam, which for most is a requirement for entry into university. International Sixth Form students are also given help with the drafting of their UCAS Personal Statements and receive other relevant help associated with their university choices. They may also need advice and references for applications to overseas universities.
  - Private classes scheduled outside of the regular timetable are charged additionally.
  - Setting and marking of work is done in accordance with general school policy.
  - It is the policy of the EAL department that the curriculum will integrate with and support the mainstream curriculum that international students study.
  - Each pupil has an Individual Education Plan (IEP) which is accessible to all staff.
  - The Induction Programme for new teachers includes a session on Supporting EAL pupils in their Academic Studies and there is regular CPD and Inset training for all teachers in the college given by a member of the EAL department.
• (PPPS): EAL teaching at Prior Park Pep School is generally carried out in small groups or on an individual basis. The content of these lessons is based upon a combination of the following:
  ➢ Teaching specific communicative functions such as expressing opinion, certainty and doubt or asking and answering questions.
  ➢ Teaching specific target language structures such as nouns, verb tenses and plurals
  ➢ Integrating the four language skills of speaking, listening, reading and writing into meaningful, contextual activities.
  ➢ Teaching language needed to fully access the curriculum e.g. mathematical or scientific vocabulary.
  ➢ Exam preparation is provided to prepare students for the EAL common entrance exams and internationally recognised Key English Test (KET) and Preliminary English Test (PET).
  ➢ Both published resources and materials developed in-house are used to support EAL teaching. EAL teachers also develop personalised programmes of study, which they feel are more consistent with the progress of the child’s language development.
  ➢ Whenever possible, EAL students are tested prior to starting at the school, and all are tested on arrival to determine areas of weakness.
  ➢ The pupils are then put into levelled teaching groups (maximum 12 students), and spend the first lessons of every morning for the initial few weeks of the term primarily in the EAL Department. These lessons introduce elements of British culture, life in UK schools and focus on building up their English vocabulary. For the rest of the day, students join mainstream classes.
  ➢ Just how much EAL time pupils receive after these initial introductory classes depends on many factors, such as their age and level, possible combinations with other EAL learners, the demands of the curriculum, the time for which they have been enrolled in the school and the funds available.
  ➢ Pupils are given a level taken from the Common European Framework (CEF). This is a formative assessment in which a pupil’s performance is measured against descriptive statements in speaking, listening, reading and writing. Each pupil has an Individual Education Plan (IEP) with a copy of their CEF level on the back. These are kept in the EAL room and on the school’s Academic Share.

• (TP): The number of EAL students in The Paragon is considerably smaller than in the other Foundation schools, due in part to the absence of boarding facilities.
  ➢ Support for EAL pupils at the Paragon is achieved through guidance and support from the Learning Support Department, and additional support is provided on a re-active basis, based on observations from the class teacher.
  ➢ In the Early Years, recommendations from agencies such as Kick Start may be implemented.
  ➢ Class teachers/Learning Support will work closely with parents to ensure that key areas of difficulty are being addressed.
  ➢ Immersion with support from teachers, Learning Support and pupil ‘buddies’. 
EAL children are assessed in line with school policy as much as possible. Assessments may well be adapted in order to make them more accessible through discussion between the class teacher and learning support. If additional support is still required after a year, then a pupil should be considered for SEN support.

5. Pastoral Welfare Policy (PPC, PPPS)

- **Induction**
  - On arrival students will be taken to a representative from the House, and they will be allocated a mentor from among the pupils. Their mentor will help them to settle in and find the way around the site, as well as adjust to the daily routines of the school.
  - On the first evening EAL students will receive a briefing from the Chaplain and the school nurse from the Medical Centre.
  - In the Michaelmas Term, the EAL department will give new international students a tour of Bath during the first week of term.
  - EAL pupils starting in L6 will have an induction to the sixth form, in the Sixth Form Centre just after the start of term. This will be hosted by the EAL department and the Head of Sixth Form.
  - The EAL department with support from relevant staff (eg. Head of Sixth Form, HoDs) will ensure that EAL students understand the complexities of the UK education system including external examinations and qualifications, as well as entry to higher education and careers.
  - Tutors will go through weekly routines, including timetables, calendar, school rules and systems.
  - Academic guidance on such matters as prep routines, coursework requirements, who to ask for help etc. with be carried out by the EAL department with the support of relevant tutors and Housemasters/mistresses.

- **During Term Time**
  - It is also the responsibility of HoDs and subject teachers to ensure that EAL students are given clear and appropriate advice on study skills in their chosen subjects. This should take place ideally at an early stage. It is equally important that teachers are sensitive to special needs of EAL students, and ensure that due differentiation takes place. The EAL department stands ready to advise as required. All teachers are expected to be familiar with the EAL policy, as well as be aware of who the EAL students are.
  - A full list of names, along with relevant policy documents and Individual Education Plans are available each academic year, and will be updated by the EAL department as necessary.
  - The EAL team supports tutors in advising students at key moments, such as when choices are made for GCSE and A Level. In addition support is given as students transfer to university. This is coordinated by the Head of Sixth form, with the EAL team supporting students with personal statements, interview preparation, etc.
It is considered to be of paramount importance that study periods for EAL students are well managed. It is policy that students study in the Library or Academy Hall. Lists will be coordinated by the EAL department with the support of the Librarian. It is expected that teaching staff will ensure that meaningful differentiated tasks are set for EAL students to allow them to make the most profitable use of this time.

It is policy that students are encouraged to speak English at all times, both in the House and the classroom. Teaching and pastoral staff are expected to support this principle actively. This is done to help EAL students to improve their language skills and to integrate most effectively with their UK peers.

EAL students will as a matter of course be given advice on particular areas of daily life in the UK, such as table etiquette etc. This advice will be given to all students in some cases, but specific advice on cultural differences will be offered under the guidance of the EAL department. A number of the above issues will be addressed during the Michaelmas Term via an activity offered by the EAL team aimed at overseas students.

Pupils are encouraged to share information about their culture by making displays or giving assemblies or performances, especially when there is a celebration (e.g. Chinese New Year). Pupils take part in a public speaking competition for overseas boarders in the Bath area (International Student Voice) so that they have their own 'platform' and can meet their compatriots from local schools. The Catering Department hold 'themed lunches' so that different cuisines can be tasted. There is always an international pupil representative on the catering committee. Indeed, international pupils make a valued contribution in all aspects of school life.

6. Related PPF Policies
- Equal Opportunities
- Special Educational Needs/ Learning Support

Peter Stroud
Head of EAL

March 2015
Appendix 1.

**Syllabus**
Cambridge IGCSE English as a Second Language 0511 (count-in speaking)

**Aims**
The aims of Cambridge IGCSE English as a Second Language are to:
- develop learners’ ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners’ awareness of the nature of language and language-learning skills
- promote learners’ personal development.

**Syllabus content**
Candidates may follow either the Core curriculum only or the Extended curriculum which includes both the Core and Extended. Candidates aiming for grades A* to B must follow the Extended curriculum.

<table>
<thead>
<tr>
<th>Reading: Core Level</th>
<th>Reading: Extended Level</th>
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<tbody>
<tr>
<td>• understand simple texts, e.g. public notices and signs (including timetables and advertisements)</td>
<td>• understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers</td>
</tr>
<tr>
<td>• identify and retrieve some facts from simple texts, e.g. to complete a form</td>
<td>• identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form</td>
</tr>
<tr>
<td>• select and organise some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds</td>
<td>• select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds</td>
</tr>
<tr>
<td>• recognise some ideas, opinions and attitudes in a range of texts</td>
<td>• recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them</td>
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<tr>
<td>• begin to understand what is implied but not actually written, e.g. gist, purpose and intention</td>
<td>• understand what is implied but not actually</td>
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<tr>
<th>Writing: Core Level</th>
<th>Writing: Extended Level</th>
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<td>• carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100–150 words) in an appropriate</td>
<td>• carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate,</td>
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and accurate form of English
• describe, report and give personal information
• identify, organise and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper

accurate and clear form of English
• describe, report and give a wide range of information
• identify, organise, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper

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<tr>
<th>Listening: Core Level</th>
<th>Listening: Extended Level</th>
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<tr>
<td>• understand simple information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations</td>
<td>• understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations</td>
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<tr>
<td>• identify and retrieve some facts from material, e.g. a formal talk</td>
<td>• identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk</td>
</tr>
<tr>
<td>• recognise some ideas, opinions and attitudes</td>
<td>• recognise and understand ideas, opinions and attitudes and explore the connections between them</td>
</tr>
<tr>
<td>• begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention</td>
<td>• identify the important points or themes of the material including attitude, relationships between speakers</td>
</tr>
<tr>
<td>• understand what is implied but not actually spoken, e.g. gist, purpose and intention</td>
<td>• understand what is implied but not actually spoken, e.g. gist, purpose and intention</td>
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<tr>
<th>Speaking: Core Level</th>
<th>Speaking: Extended Level</th>
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<tr>
<td>• carry out a range of speaking activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs</td>
<td>• demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs</td>
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<tr>
<td>• conduct a sustained conversation with some confidence</td>
<td>• respond confidently to new, topical ideas</td>
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<td></td>
<td>• conduct a sustained conversation with a sense of audience and purpose</td>
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Appendix 2.

**Supporting EAL students in their academic studies**

*Liaison between EAL pupils, subject teachers and the EAL teacher is crucial. This 3 way process of support will enable pupils to feel at ease in their academic life at school.*

- Encourage the other pupils in your class/tutor group to make new EAL pupils feel welcome. Keep an eye on them & make sure they know where they have to be & when etc. Familiarise them with classroom/school procedures.

- Sit EAL pupils at the front of the class so you can see what they are taking down. Even if you allow 'free seating' new EAL pupils like to be told where to sit.

- Pair them with English pupils for group/pair work.

- Think about the language you use:
  - Talk slowly & clearly
  - Avoid ending mid-sentence
  - Ask one question at a time
  - Try to avoid idiomatic/colloquial expressions

- Stick to the topic, introduce the topic of the lesson and summarise the main points.

- Do not assume verbal instructions have been understood. Write instructions & prep on the board.

- Rephrase (rather than just repeating) anything that has been misunderstood.

- Electronic translators/dictionaries. Let them be used (if you agree) but not over-used.

- If possible, read out what is written on the board & don't rub it out too soon.

- Keep regular eye contact to monitor attention & understanding.

- Correction techniques - use praise & encouragement, 'A good try but....'

- Remember, some EAL pupils are still trying to get to grips with everyday communicative English. Explain technical terms in plain English, then emphasise them by repetition & writing on the board (keep a corner of the board for this?) / flash card / photocopied sheet.
• You may need to give extra help with subject-related concepts by giving gap-filling exercises, labelling diagrams etc. Remember that a lot of EAL pupils have just joined our education system & have missed classes in the lower school (eg safety procedures in science laboratories).

• Repeat instructions & get EAL pupils to repeat them back.

• Try not to make Euro-centric assumptions. Please think ahead at the beginning of each topic - you may need to explain (or refer to EAL Dept) when you realise there are chunks of missing elementary knowledge.

• Many EAL pupils have not had experience of independent learning / doing research. They have often been expected to NOT participate or ask questions but to memorise all that the teacher says.

• Public reprimands (and excessive public praise) can be extremely embarrassing in some cultures. Best to do it on a 1:1 basis.

• Note-taking is a high level skill & you (or an able British pupil) may have to give assistance with photocopied notes.

• Coursework - EAL dept can check through for grammatical errors/register before submission to subject teachers.

• Unsatisfactory work/exam result - again EAL dept can go through this with pupil on an individual basis.