



ST JAMES
Senior Girls' School

EAL Policy

St James Senior Girls' School

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Profile of the School

We offer an education which nurtures and enriches the physical, intellectual, emotional and spiritual development of our pupils. Our happy, united atmosphere provides the ideal environment for every girl to discover her own unique combination of strengths and talents and to 'be the best she can'.

Within this environment, pupils with EAL of varying level (some completely new to English and others with some English competency), thrive and make excellent progress. Pupils come from a wide range of backgrounds and are accepted from both the state and independent sector.

Mission Statement

It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

St James Senior Girls' School believes that all teachers are teachers of pupils with EAL and adopts a "whole school approach" to learning difficulties and disabilities. Staff work to ensure inclusion of all pupils and the School is committed to ensuring that pupils with EAL enjoy their education, can fulfil their potential, achieve optimal educational outcomes, make a successful transition into adulthood, whether into employment, further or higher education or training, and become confident individuals living fulfilling lives.

Aims of the Policy

The aims of this EAL policy are:

- to define the school's objectives regarding EAL and how these will be met;
- to define the overall organisation and management of EAL provision in the school; and
- to define the nature and level of school support for EAL.

The School's EAL Objectives

- EAL pupils are identified and procedures are followed to ensure that their needs are met and they achieve their potential;
- 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;
- EAL pupils are actively encouraged to participate in extra-curricular activities;
- the views of pupils are sought and taken into account;
- parents/guardians are encouraged to play a role in EAL pupils' education;
- the School's overall ethos helps pupils to feel valued members of the school community, to thrive in a culture which may be foreign to them, and to appreciate their own cultural uniqueness; and
- bilingualism and multiculturalism are actively supported, including through regular assemblies given by staff and pupils

Roles and Responsibilities for Management of Provision

The Learning Development Department/EAL co-ordinator monitors the progress of and supports EAL pupils with all aspects of language and communication. The Department communicates with teachers to ensure appropriate strategies are employed in the classroom, allowing EAL pupils to thrive. Pupils who require additional provision are listed on the SENDCO SharePoint Provision List (SEND & EAL), updated on a regular basis.

The School recognises that the teaching of EAL pupils is the responsibility of all subject teachers through quality first teaching (QFT).

The School recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to the School's SEN provision, in addition to EAL support.

All Heads of Section are mindful of the needs of individual students and intervene if there are concerns in relation to the progress of individual students.

Admissions

All students applying for a place at St James Senior Girls sit the same exam and are expected to meet the same entry criteria. The exam formally assesses candidates' ability to read and write in English to a high standard. We can make concessions in line with JCQ guidelines, such as the use of a bilingual dictionary when requested. We encourage applications from candidates with a range of backgrounds as this enriches our community and is vital in preparing our pupils for today's world.

Identification and assessment of EAL

To identify EAL pupils, we use:

- information from the Registrar and the application form;
- information from the previous school and/or parents/guardians.

The following tools may be used to assess the nature and extent of an EAL pupil's English acquisition needs:

- formal assessment in reading and writing (the School's entry exam);
- work sampling;
- teachers' comments and observations;
- MidYIS, verbal and non-verbal reasoning tests etc;
- input from pupils;
- input from parents where possible; and
- internal examinations

The information is then used to implement the most appropriate provision for a particular pupil. Pupils are then assigned a stage of English acquisition for their Speaking and Listening, Reading and Writing. This information is useful to track pupil's progress throughout the school.

Recording, Monitoring and Reporting

All staff have access to the EAL Proficiency Grades information, a spreadsheet showing the pupil's progress and stage of English acquisition, their educational history and details of any intervention. All EAL pupils' teachers are asked to give a grade of English proficiency for the following four areas:

- listening and understanding
- speaking
- reading
- writing

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A) 	Step 1	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC-words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words Can draw and label diagrams Begin to write simple sentences
	Step 2	Follows short sequences of instructions	Basic, formulaic spoken exchanges Unclear pronunciation		
Early Acquisition (Code B)	Step 3	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text Identifies dialogue in texts Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
	Step 4	Understands some teacher questions with visual support			
Developing Competence (Code C)	Step 5	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions. Active listener asking for clarification	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
	Step 6	Follows gist of teacher talk with limited visual support			
Competent (Code D) 	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
Fluent (Code E)	Step 8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.

Proficiency grades are updated termly and each pupil's progress is reviewed by the EAL Coordinator (the SENDCO) and their HoS.

Provision

There is a range of interventions that can be made:

Classroom provision:

- strategies for differentiation;
- teaching approaches which promote language development;
- departmental support - subject specific vocabulary lists, simpler text books etc; and
- use of electronic devices or software – eg word processors, iPads, electronic dictionaries, OneNote.

Additional specific provision:

- target setting;
- mentor assigned to student (eg form teacher, SENDCO, HoS) regular meetings regarding progress and targets; and
- access arrangements such as 10% extra time for the use of a bi-lingual dictionary (depending on educational history eg whether the pupil has been previously schooled in English)

Altered Curriculum:

- in Years 7, 8 & 9 bilingual pupils may receive support from a member of the Learning Development Department during Latin, Classical Civilisation or Sanskrit lessons;
- this may be in a smaller Learning Development English group or on a one to one basis, depending on the student's existing level of English acquisition; and
- occasionally, parents are required to organise EAL tuition outside of school as a condition of entry.

Pastoral provision:

- support groups within school, such as a lunch time club for Mandarin speakers;
- contact with parents/guardians through Learning Development coffee mornings.

Evaluation tools include:

- pupils' reports;
- self-assessment; and
- informal assessment by SENDCO/teaching and pastoral staff, e.g. of participation in class, integration into school life etc.

Staff Support and training

Ms Julia Childs has a special interest in EAL and Ms Landon, the SENDCO, has experience of teaching EAL students. EAL training is provided as a part of the yearly cycle of training on differentiation.

In January 2020, teaching staff received training from Dragonfly Training on how to help EAL students in the classroom. A major feature of this training was a focus on the learning of vocabulary/subject specific words: a list of games and other activities can be found on the SENDCO SharePoint site.

Publication and review

The EAL policy is made available to staff and parents. The policy is regarded as a working document and is reviewed on an annual basis. EAL is also included in the school's self-evaluation procedures.

Signed by:	Hugh Venables Chairman of the Senior Girls' Committee
Date of adoption of this policy	September 2020
Date of last review of this policy	Summer 2020
Date for next review of this policy	Summer 2021
Policy owner SMT/other	Deputy Head (Academic)/SENDCO