



# English as an Additional Language (EAL) Policy

<b>Policy number</b>	BS027 / ISI 02a
<b>Applies to</b>	Whole School
<b>Endorsed by</b>	Head Master
<b>Responsibility</b>	Head Master
<b>Date reviewed</b>	Oct 2023
<b>Next review</b>	July 2024

*Note: the School uses the acronym EAL; other institutions use ESL [English as a Second Language]. For the purposes of this policy, the two are inter-changeable.*

*ESOL [English for Speakers of Other Languages] has previously been used. However, as this term is more commonly associated with adult migrant learners, it should not be used in a school context.*

*The School has an Upper School and a Prep School EAL Coordinator. In this policy, EAL Coordinator is used to refer to both roles.*

## **Aims and Ethos of the School**

Bedford School is an academically selective independent day and boarding school for boys aged 7–18. The school maintains a focus on high aspirations and expectations for young people with English as an Additional Language (EAL) and seeks to provide an education that will enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Our EAL pupils come from a wide variety of countries, often speak two or more languages and have English skills varying from pre-intermediate (A2) to advanced (C1).

The school aims to enable EAL pupils to achieve their potential by adopting a whole school approach to supporting their learning. The pupils are supported both in mainstream lessons and in specialist EAL interventions if required (see below for details).

In addition, the EAL teachers also help pupils navigate their adjustment to life in the UK by building contacts with Boarding House masters, tutors and other key adults at school.

## **General Language Policy**

Bedford School values the wealth of prior learning experiences and diverse cultures our EAL pupils bring to the school. As an inclusive environment, we welcome all languages and recognise the importance of first and additional languages in personal and academic development.

At the same time, the working language of the school is English and all EAL pupils are encouraged to make the most of the language learning opportunities this generates. In lessons, group activities, and common areas across the school and the boarding houses with speakers of different languages present, English is to be used by all. In private spaces or instances when a common language other than English is shared by all present, different languages may be used.

## **In-class support**

Every effort is made to ensure EAL learners are able to access the full curriculum and teachers must take into consideration their needs when planning and delivering lessons and setting assignments.

Subject teachers are required to:

- Make every effort to include and support EAL learners in all aspects of the lesson
- Consult the EAL register and EduKey Provision Map to ascertain EAL learners' names, language level, first language, and existing support provisions
- Make a seating plan to ensure all EAL learners are included and supported in lessons
- Provide EAL learners with an up-to-date list of key terms for units of study and make active use of it to support learning
- Anticipate potential areas of difficulty for EAL pupils (linguistic, educational, and cultural) and address them in lesson plans and classroom practice\*
- Provide clear instructions for classroom activities and support for prep/independent learning tasks

- Raise any concerns regarding progress of EAL learners promptly with the EAL Coordinator

\*Cultural references and idiomatic expressions add to the rich variety of lesson, but may cause confusion for EAL students, even those at an advanced level. These should still be included in lessons. However, the teacher should be prepared to provide the necessary context and/or explanation for our international students.

Heads of department are required to:

- Ensure key terms lists are prepared, distributed and used in the department
- Include a focus on provision for EAL learners when conducting lesson observations
- Conduct at least one learning walk per academic year with the EAL Coordinator with a focus on provision for EAL pupils
- Devote time in departmental meetings, when appropriate, to sharing feedback from observations and learning walks concerning provision for EAL pupils

## The EAL Department

The EAL department operates within the Academic Support department and is responsible for the following:

### ASSESS - Assessment of EAL

**Admission:** Non-native speaking applicants sit an age-appropriate examination prior to entry, conducted by the Director of Admissions. This test focuses on Use of English and writing (a spoken interview also forms part of the admissions process but is not assessed) and is used to determine the number of one-to-one or small group support lessons they would need to access the whole school curriculum.

**On-going assessment:** The development of their general English language skills is monitored continually through further testing and assessed activities. As pupils progress through the school, the number of EAL lessons each year usually decreases gradually, depending on progress made.

### PLAN – Planning provision

**Whole School:** The EAL Coordinator reviews school tracking data with the Head of Academic Support and other key members of academic staff, to screen for EAL pupils in need of additional support. Action to address such need is identified and overseen by the EAL Coordinator.

**Individual:** The EAL Coordinator identifies individual classroom support strategies for EAL learners, and communicates them to all subject teachers, via *Provision Map*, and on an individual basis, in response to specific requests.

**Departmental:** The EAL Coordinator liaises with Heads of Department to provide subject specific support strategies, which are reflected in lesson planning and schemes of work.

### DO – Implementing Support

**Types of support available:** In addition to the in-class support outlined above, EAL pupils may attend between 1 and 4 EAL lessons per week (according to the results of the pre-admission assessment, and academic progress thereafter), from Year 4 to U6th. Lessons are either individual or in small groups of up to ten pupils. In these EAL lessons, the EAL teachers carry out the following:

- Liaise with other members of the department and plan termly academic, and pastoral targets.

- Provide pupils with extensive practice in listening, speaking, reading and writing, and keep records of pupils' progress in the four skill areas.
- Extend and consolidate pupils' knowledge and use of grammar, vocabulary and pronunciation using a skills focused approach.
- Provide the linguistic support to enable pupils to succeed academically in GCSE, A level and IBD coursework and lessons.
- Encourage pupils to develop effective study habits and skills

In addition, some pupils follow the IGCSE ESL course (International General Certificate of Education, English as a Second Language) in Remove and 5<sup>th</sup> form, instead of GCSE English Language and Literature. The former provides pupils with an equivalent qualification to GCSE English Language and is recognised as meeting UK university entrance requirements. Pupils attend 6 IGCSE lessons a week. In these lessons the EAL teachers carry out the following:

- Teach the language skills necessary for the reading, writing, listening, and speaking elements of the IGCSE examination.
- Develop the ability to use English effectively for the purpose of practical communication in a variety of second language situations.
- Form a sound base for the skills required for further study using English as a medium.
- Study literary texts and develop skills and language of literary criticism.
- Study academic texts and develop study skills for EAP (English for Academic Purposes).

Pupils in the 6<sup>th</sup> Form, in addition to the continuation of the various supports detailed above, are supported in the preparation for their A level and IBD examinations, and University study beyond. The EAL teachers carry out the following:

- Further develop EAP in all four language areas.
- Extend pupils essay writing practice.
- Build pupils' ability to be effective speakers, both in their contributions in lessons, and through tasks such as presentations and debates.
- Assist pupils in becoming independent learners, looking ahead to undergraduate study.
- Prepare pupils for the International English Testing System (IELTS) and other language examinations necessary for university entrance in the major destinations.
- Provide support in the application process to university.

## REVIEW – Monitoring Progress

**Progress tracking and reporting:** Progress of EAL pupils is monitored internally and reported to parents termly through the school reporting system. The school has a robust individual progress tracking and reporting system in place which is also used to track the progress of EAL pupils. The EAL Coordinator will also seek feedback from subject teachers and conduct observations of EAL pupils in a variety of lessons to further monitor development, which is reported to the Head of Academic Support.

The Head of Academic Planning reviews school tracking data to monitor the progress of EAL pupils in relation to all other pupils and communicates this to the Deputy Head Academic, Head of Academic Support and EAL Coordinator. The School Governors monitor whole school EAL provision through an annual report to the Academic Committee by the Head of Academic Support.

**In-Service Training for Teachers:** The EAL Coordinator provides INSET training on supporting EAL learners to new staff during induction and identifies and circulates other useful resources. Wider staff skills have been audited, and subsequent and ongoing in-service training has been arranged, including

a whole school staff inset session on the role, relevance, and teaching of subject-specific academic language, small group training sessions on both academic and pastoral issues, and the meeting with staff on request, by the EAL Coordinator to ensure all staff are able to employ effective differentiation strategies for EAL pupils. In addition, the promotion of awareness and understanding of cultural and linguistic differences and similarities within the school community, and any implications in the support of the pupils they may have, takes place on an ongoing basis.

**Expertise in school:** The Upper School EAL Coordinator holds a Trinity Dip TESOL teaching qualification. In total, there are four qualified and experienced EAL teachers across the school. The department is managed by the Head of Academic Support.

**Parent/Guardian Involvement:** Progress of EAL pupils is reported through the school's reporting system, and shared with parents and guardians who attend Parent consultation evenings by the EAL Coordinator. Parents and guardians are contacted by e mail should the need arise, and any communication made to the EAL Coordinator is answered promptly. All communications are shared with tutors and housemasters.

EAL Coordinator (Upper School):

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