



## QUEEN ETHELBURGA'S COLLEGIATE

### ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

<p><b>Reviewed:</b> 30 June 2023</p> <p><b>Due for review:</b> June 2024</p>	<p><b>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</b></p> <p>Education (Independent School Standards) Regulations 2014</p> <p>Working together to safeguard children (DfE, 26 March 2015, updated 1 July 2022)</p> <p>The National Minimum Standards for Boarding Schools (DfE, 5 September 2022) Part A: Governance, leadership, and management</p> <p>Statutory framework for the Early Years Foundation Stage (DfE, 31 March 2014, updated 12 July 2023) Applies from 4 September 2023</p> <p>Education and Skills Act 2008</p> <p>Equality Act 2010</p> <p>Childcare Act 2006</p> <p>Teachers' Standards (DfE September 2012, updated 13 December 2021)</p> <p>Keeping children safe in education (DfE, September 2023) (KCSIE)</p>	<p><b>To be viewed alongside the following related policies and documentation:</b></p> <p>Able, Gifted and Talented Policy</p> <p>Academic Monitoring Policy</p> <p>Admissions and Transitions Policy</p> <p>Assessment Policy</p> <p>Curriculum Policies</p> <p>Data Protection Policy</p> <p>Equality, Diversity and Inclusion Policy</p> <p>Marking and Feedback Policy</p> <p>SEND Policy</p> <p>Staff Code of Conduct</p>	<p><b>Publication and availability for Staff, Parents, Carers and Prospective Parents:</b></p> <p>This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint.</p>
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	<p>Data Protection Act 2018 and UK General Data Protection Regulation (UKGDPR)</p> <p><b>This policy has regard to the following guidance and advice:</b></p> <p>The Independent School Standards - Guidance for independent schools (April 2019)</p> <p>Equality Act 2010: advice for schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014)</p> <p>What equality law means for you as an education provider: schools (Equality and Human Rights Commission, 2014)</p> <p>Children and Families Act (2014)</p> <p><a href="#">Common European Framework of Reference (CEFR) Levels Explained (gostudylink)</a></p>		
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## 1. Introduction and definitions

- 1.1. This policy applies to the Queen Ethelburga's Collegiate - Queen's Kindergarten, Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's - hereafter referred to as "**the Collegiate**".
- 1.2. The term English as an Additional Language (EAL) is used when referring to students whose main language at home is a language other than English.

## 2. Aims

- 2.1. This policy sets out the Collegiate's aims and strategies regarding meeting the needs and skills of EAL students:
  - To implement Collegiate-wide strategies to ensure that EAL students are supported in accessing the curriculum.
  - To help EAL students to become confident and fluent in English, in order to be able to fulfil their academic potential.
  - To be able to assess the skills and needs of students with EAL and to make appropriate provision throughout the Collegiate.
  - To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.



- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the Collegiate.
- To provide age-appropriate qualifications for all students from Year 7 upwards, building confidence, adding challenge and facilitating progression through the qualifications framework.

### 3. Responsibilities

- 3.1. The Collegiate Board is ultimately responsible for ensuring that the Collegiate fulfils **the Education (Independent School Standards) Regulations 2014), with Part 1 – Quality of Education** being the most relevant to this policy.
- 3.2. The Collegiate Board has delegated to the Principal responsibility for ensuring implementation of this policy, with the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review, lying with the Academic Director.
- 3.3. The Head of the EAL department is responsible for overseeing the baseline testing of all EAL learners and in recommending their placement on appropriate programmes of English learning. The Head of EAL is also responsible for the quality of support offered to EAL learners in lessons offered by the department.
- 3.4. All staff are responsible for the ongoing welfare of all EAL learners as part of their general safeguarding duties.
- 3.5. The responsibilities of all teaching staff are outlined in section 8 of this policy.

### 4. Identification of need and admissions

- 4.1. Upon application to join the Collegiate, our Admissions procedure is designed to identify students who will meet our entrance criteria. This process is outlined in the Admissions and Transition Policy and would involve, for students with EAL, a CAT4 test, an Oxford online English test and an interview with a member of the Admissions or Academic staff.

Previous school reports and a student's educational background are also considered in making offers and in ensuring the provision is in place within school to ensure the



optimum levels of academic and welfare support. The final decision to offer a place is made by the Principal or member of the QELT.

- 4.2. Students identified with English as an Additional Language, and without a recognised qualification to indicate fluency from the Common European Framework of Reference (CEFR), are baseline tested soon after arrival to ensure the amount and level of English provision is appropriate to ensure both access to the curriculum and effective language acquisition.
- 4.3. The Collegiate's EAL Department has a team of six specialist EAL teachers who provide specific timetabled lessons as well as advice and training for staff in working with EAL students. The school teams and pastoral team include International Liaison Officers, who are first language Mandarin / Cantonese, Thai and Russian speakers and support with welfare, academic tracking, intervention and contact with parents. Speakers of other languages are also employed by the Collegiate, and they provide support and a link with parents as required.

## **5. EYFS and Chapter House**

- 5.1. EAL learners in Chapter House attend all lessons with their year group and may also be offered short-term intervention and/or in-class support with a teaching assistant. Older students and Liaison Officers may be used to provide the opportunity for children to express themselves in their first language. In the EYFS, we plan opportunities for children to develop their English, with the key person providing support to help them take part in activities.
- 5.2. The EYFS helps children learn English by building on their experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another. We also provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults. If a significant need is identified, a trained EAL teacher will provide the necessary support to enable progress.
- 5.3. In the EYFS we plan opportunities for children to develop their English. The child's Key Person provides support to help each child to engage in activities that develop their language in play and learning.

For children whose home language is not English, opportunities are provided to develop and explore a child's use of their home language in play and learning, building on a child's experiences and skills and supporting their language development at home.



5.4. Students in Chapter House who have English as an additional language are assessed using the baseline assessments as set out in the Chapter House Monitoring and Tracking procedure but may be assessed further by the EAL department. They attend all lessons with their year group and may also be offered short term intervention and/or in-class support with a teaching assistant. Our aim is to immerse and support in a welcoming environment. Older students and Liaison Officers may be used to provide the opportunity for children to express themselves in their first language. Care is taken to challenge EAL children according to their academic ability.

## **6. King's Magna (Years 6-9)**

6.1. Most students with EAL will remain in mainstream lessons; however, some students in years 8 and 9 are able to join a Foundation Programme in Academic English which provides more bespoke English support.

More details of this, designed to improve the students' level of English to a level where they are able to progress to the next year group at the end of the academic year, can be found in the King's Magna Curriculum Policy.

6.2. Progress is continually assessed throughout the year and culminates in age and level appropriate internationally recognised examinations from the Cambridge Examinations board - Cambridge Preliminary or Cambridge First.

6.3. Students in the mainstream cohort attend all lessons with their year group, but they may be offered short term booster EAL teaching in place of Humanities lessons, until they reach sufficient fluency in English. EAL lessons are provided in the curriculum when required (see details in the King's Magna Curriculum Plan).

6.4. For all students with English as an Additional Language, the primary focus is on integration and helping students to make the most of the English-speaking community around them, thus students are taught a range of idiomatic language and functional language. The department creates a safe learning environment where students feel able to express themselves and are empowered to make mistakes. This is also a key feature of EAL teaching in Key Stage 4.

## **7. Queen Ethelburga's College and Faculty**

7.1. Students are fully integrated into lessons with first language English speakers, unless they are attending specific English as an Additional Language lessons or are registered on the Faculty Foundation courses or the College Sixth Form Preparation courses. In this situation, they are integrated into mainstream lessons wherever possible,



including in Mathematics and Science. EAL lessons are provided for all students as required. Details on these courses, including the volume and frequency of lessons, can be found in the College and Faculty Curriculum Policies.

- 7.2. Students in Key Stage 4 and on the Foundation/Sixth Form Preparation courses in Key Stage 5 will work towards completing the Cambridge First examination and IELTS. Support is offered to some students who need to make more rapid progress through clinics and teacher intervention.
- 7.3. Students in Key Stage 5 are prepared and entered for the IELTS examination on at least one occasion during Year 12 and again in Year 13. These examinations take place at the Collegiate. Students are free to take additional examinations where space is available, or these can be arranged independently at external test centres.
- 7.4. The EAL Department and the school teams take responsibility for tracking the progress of the students and providing support and/or lessons. The progress of all sixth form students is formatively assessed and targeted work on areas of weakness is set.
- 7.5. Students continue to attend EAL lessons until they have certificated IELTS results of 7 or above, or they are able to show that they fulfil the requirements of the Universities to which they are applying. The focus of teaching in Key Stage 5 is the development of academic language and knowledge to prepare them for the next stage of their studies.

## **8. Expectations of all staff**

- 8.1. All staff are expected to:
  - Promote a learning environment where pupils feel secure enough to use their newly acquired language skills.
  - Acknowledge the importance of a child's home language(s) and cultural background.
  - Create a learning environment which promotes respect, co-operation and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.
  - Value the contribution made by all pupils.
  - Use teaching methods and styles that take account of the needs of EAL pupils from different ethnic groups.
  - Ensure planning provides differentiated learning opportunities matched to EAL pupil's needs.
  - Encourage and give opportunities to use formal written and spoken English as well as developing colloquial English.



- Use texts to help develop the structure of English and to provide opportunities for discussion.
- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.
- Where possible, ensure groupings for EAL pupils provide opportunities to hear and participate with English speakers.
- Have high expectations of pupils but be sympathetic to emotional difficulties pupils may be experiencing
- Provide opportunities for speaking, listening, reading and writing for a range of purposes and audiences across the curriculum.
- Maximise opportunities to develop social and personal confidence.
- Use ICT to aid an EAL pupil's development and achievement.

## 9. EAL and Special Educational Needs

- 9.1. A child must not be regarded as having a learning difficulty solely because the *language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home* (section 20 (4) Children and Families Act 2014).
- 9.2. However, if the Collegiate has reason to believe that a pupil with EAL may also have special educational needs or a learning difficulty, we will take action as referred to in the policy on special educational needs, providing support as needed.
- 9.3. Similarly, the Collegiate recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. These students will be identified in the same way as, and have access to the same opportunities as, all other students within the Collegiate.

## 10. Welfare Provision

- 10.1. Students with EAL have the same access to welfare and pastoral support as all other students in the Collegiate.
- 10.2. For students from other countries, including those with EAL, Thrive sessions on homesickness and Peer Mentor support from older students with the same nationality will be particularly valuable.
- 10.3. Concerns related to safeguarding should be reported to the Head of Student Welfare and Personal Development (Designated Safeguarding Lead). Where students have



other pastoral needs, the Student Wellbeing team, the School Teams and Boarding staff are all available to provide support.

10.4. The team of International Liaison Officers provide a further layer of support for any student with EAL. These are available in the School Teams and in Boarding and cover Chinese, Russian and Thai student languages specifically, as well as providing more general support to all students with EAL.

## **11. Training**

11.1. The Collegiate ensures that regular guidance and training is arranged so that staff and understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

11.2. The EAL Department regularly run the externally assessed and accredited TKT Content and Language Integrated Learning course. This course is specifically designed for teachers involved in the teaching and learning of English through the use of the target language to teach other subjects across the curriculum.

## **12. Record keeping**

12.1. All records created in accordance with this policy are managed in accordance with the Collegiate's policies that apply to the retention and destruction of records. The records created in accordance with this policy may contain personal data.

12.2. The Collegiate has a number of privacy notices which explain how the Collegiate will use personal data about students and parents. The privacy notices are published on the Collegiate website. In addition, staff must ensure that they follow the Collegiate's data protection policies and procedures when handling personal data created in connection with this policy. This includes the Collegiate Data Protection and Privacy Policy.





Version Number	Purpose/Change	Author	Date
1.1	<p><b>Addition of paragraphs 5.3 and 5.4:</b></p> <p>5.3 In the EYFS we plan opportunities for children to develop their English. The child's Key Person provides support to help each child to engage in activities that develop their language in play and learning.</p> <p>For children whose home language is not English, opportunities are provided to develop and explore a child's use of their home language in play and learning, building on a child's experiences and skills and supporting their language development at home.</p> <p>5.4 Students in Chapter House who have English as an additional language are assessed using the baseline assessments as set out in the Chapter House Monitoring and Tracking procedure but may be assessed further by the EAL department. They attend all lessons with their year group and may also be offered short term intervention and/or in-class support with a teaching assistant. Our aim is to immerse and support in a welcoming environment. Older students and Liaison Officers may be used to provide the opportunity for children to express themselves in their first language. Care is taken to challenge EAL children according to their academic ability.</p> <p><b>Addition of the link:</b>  <a href="#">Common European Framework of Reference (CEFR) Levels Explained (gostudylink)</a>  to the list of guidance and advice that this policy has regard to - see table on page 2.</p>	Compliance Co-ordinator	09/11/2023