



**QUEEN ETHELBURGA'S COLLEGIATE
ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

Authorised by

The Collegiate Board

Signed

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Chair of the Collegiate Board

Date

Effective date of the policy

13 June 2024



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ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

<p>Reviewed: 01-31 May 2024</p> <p>Due for review: March 2025</p>	<p>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</p> <p>Education (Independent School Standards) Regulations 2014</p> <p>Keeping children safe in education (DfE, 02 September 2024, updated 03 September 2024) (KCSiE)</p> <p>Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024)</p> <p>National minimum standards for boarding schools, in force from 5 September 2022</p> <p>Statutory framework for the Early Years Foundation Stage (DfE, 04 September 2023, updated 01 November 2024)</p> <p>Education and Skills Act 2008</p> <p>Equality Act 2010</p> <p>Childcare Act 2006</p> <p>Children and Families Act (2014)</p> <p>Teachers' Standards (DfE September 2012, updated 13 December 2021)</p>	<p>To be viewed alongside the following related policies and documentation:</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 and Plans</p> <p>Data Protection and Privacy Policy and Privacy Notices</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>Publication and availability for Staff, Parents, Carers and Prospective Parents:</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>This policy has regard to the following guidance and advice:</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>SEND code of practice: 0 to 25 years (DfE and DHSC, 11 June 2014, updated 12 September 2024)</p> <p>Teaching online safety in schools (DfE, 26 June 2019, updated 12 January 2023)</p> <p>What equality law means for you as an education provider: schools (Equality and Human Rights Commission, 2014)</p> <p>Common European Framework of Reference (CEFR) Levels Explained (gostudylink)</p>	<p>Thrive at QE behaviour expectations and rewards system</p>	
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QUEEN ETHELBURGA'S COLLEGIATE

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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:
 - 2.1.1. To implement Collegiate-wide strategies to ensure that EAL students are supported in accessing the curriculum.
 - 2.1.2. To help EAL students to become confident and fluent in English, in order to be able to fulfil their academic potential.
 - 2.1.3. To be able to assess the skills and needs of students with EAL and to make appropriate provision throughout the Collegiate.



- 2.1.4. To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- 2.1.5. To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- 2.1.6. To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- 2.1.7. To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the Collegiate.
- 2.1.8. 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 responsible for ensuring that the Collegiate fulfils the **Education (Independent School Standards) Regulations 2014**.
- 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. The International Programmes Co-ordinator is responsible for monitoring the overall outcomes of EAL learners and reporting to the Academic Director at each assessment point.
- 3.5. All staff are responsible for the ongoing welfare of all EAL learners as part of their general safeguarding duties.
- 3.6. 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.

- 4.2. 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 Queen Ethelburga's Leadership Team (QELT).
- 4.3. 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.
- 4.4. The Collegiate's EAL Department has a team of eight specialist EAL teachers who provide specific timetabled lessons, as well as advice and training for staff in working with EAL students.
- 4.5. 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 or EAL specialist. Older students and Liaison Officers may be used to provide the opportunity for children to express themselves in their first language.
- 5.2. 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.
- 5.3. 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.



- 5.4. 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.
- 5.5. In the EYFS, 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.
- 5.6. 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. Those with a stronger level of understanding in Year 9 are offered a reduced number of periods of EAL support.
- 6.2. More details of this can be found in the King's Magna Curriculum Policy. The programme is 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.
- 6.3. 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**.
- 6.4. Students in the mainstream cohort attend all lessons with their year group, but they may be offered a **one-year programme** in 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**).



- 6.5. 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. If any students are identified with a need for extra support this is provided at a level required.
- 6.6. 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 Intensive English Preparation course** or the **College Advanced English Preparation course**. 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.
- 7.2. From 2024, the Collegiate is offering a **one-year University Foundation course** for students aged 17 and above. This is a stand-alone course consisting of Business or Science programmes, alongside mathematics and EAL lessons. This leads to an external qualification offered by the Northern Consortium of UK Universities (NCUK).
- 7.3. Details on these courses, including the volume and frequency of lessons, can be found in the **College and Faculty Curriculum Policies**.
- 7.4. Students in Key Stage 4 and on the Preparation courses in Key Stage 5 will work towards completing the **Cambridge First Examination** and **International English Language Testing System (IELTS)**. Support is offered to some students who need to make more rapid progress through clinics and teacher intervention.
- 7.5. 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.
- 7.6. 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.



7.7. 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:

- 8.1.1. Promote a learning environment where students feel secure enough to use their newly acquired language skills.
- 8.1.2. Acknowledge the importance of a child's home language(s) and cultural background.
- 8.1.3. 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.
- 8.1.4. Value the contribution made by all students.
- 8.1.5. Use teaching methods and styles that take account of the needs of EAL students from different ethnic groups.
- 8.1.6. Ensure planning provides differentiated learning opportunities matched to EAL student's needs.
- 8.1.7. Encourage and give opportunities to use formal written and spoken English as well as developing colloquial English.
- 8.1.8. Use texts to help develop the structure of English and to provide opportunities for discussion.
- 8.1.9. 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.
- 8.1.10. Where possible, ensure groupings for EAL students provide opportunities to hear and participate with English speakers.
- 8.1.11. Have high expectations of students but be sympathetic to emotional difficulties students may be experiencing
- 8.1.12. Provide opportunities for speaking, listening, reading and writing for a range of purposes and audiences across the curriculum.
- 8.1.13. Maximise opportunities to develop social and personal confidence.
- 8.1.14. Use ICT to aid an EAL student'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 student 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 students who are able, 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 Wellbeing 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 (DSL)). 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 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 run the externally assessed and accredited Teaching Knowledge Test: Content and Language Integrated Learning (TKT CCLIL) 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**.

12.3. A privacy notice is available to view on the Collegiate website.

13. Sharing of data and confidentiality

13.1. This policy has been reviewed in accordance with the **Data Protection Act (2018)** and the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**. More information about **UK GDPR** can be obtained from the Information Commissioner's Office (ICO) website.

13.2. The Collegiate accepts it has a duty of care to ensure individuals' data is kept safe and secure and the Collegiate **privacy notices for staff, parents and students** provide information regarding the personal information we collect and hold; what we do with it; who we can share it with; and how long we retain data.

13.3. The Collegiate has a **Data Protection Officer (DPO)** who can be contacted directly at dpo@qe.org.

13.4. When sharing confidential information about a member of staff or student, the Collegiate has regard to its responsibilities under the **Data Protection Act (2018)** and to the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**, and where relevant, the **Education (Pupil Information) (England) Regulations (2005)**. Data Protection does not prevent the sharing of information for the purposes of keeping children safe.



14. Policy availability

- 14.1. Parents, prospective parents, and carers can access this policy on the [Collegiate website](#) and it is published on the parent portal.
- 14.2. Hard or electronic copies of this policy can be requested from the PA to the Principal at esd@qe.org.
- 14.3. A hard copy can be made available to view during normal Collegiate opening hours, on request, from the PA to the Principal.
- 14.4. This policy can be made available in large print or where possible an accessible format, if required.
- 14.5. Policies are available to all staff on the Home SharePoint page - [Policies and Procedures 2023-25](#).



Version Control Table

Version Number	Purpose/Change	Author	Date
1.0	<ul style="list-style-type: none"> The annual policy review concluded on 31 May 2024. This policy was published with effect from 13 June 2024. Signed by the Collegiate Board 12 June 2024. 	<ul style="list-style-type: none"> Academic Director 	01.06.2024
1.0 Amendment and updates	<ul style="list-style-type: none"> ➤ Updated links and references in the table on pages 2 and 3 to include: ➤ Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024) ➤ Statutory framework for the Early Years Foundation Stage (DfE, 31 March 2014, updated 19 January 2024) Applies from 04 January 2024 ➤ Keeping children safe in education 2024 (Draft version issued May 2024, does not come into force until September 2024) ➤ Addition of section 13 Sharing of data and confidentiality. ➤ Addition of section 14 Policy availability. 	<ul style="list-style-type: none"> Head of Regulation 	01.06.2024
1.1 Amendments and updates	<ul style="list-style-type: none"> • Updated links and references throughout this document and in the table on pages 1 and 2 to include: ➤ Keeping children safe in education (DfE, September 2024) (KCSiE) ➤ Teaching online safety in schools (DfE, 26 June 2019, updated 12 January 2023) 	<ul style="list-style-type: none"> Head of Regulation 	01.09.2024
1.2 Amendments and updates	<ul style="list-style-type: none"> • Updated links and references throughout this document and in the table on pages 1 and 2 to include: ➤ Statutory framework for the Early Years Foundation Stage (DfE, 04 September 2023, updated 01 November 2024) 	<ul style="list-style-type: none"> Head of Regulation 	21.12.2024



	<ul style="list-style-type: none">➤ <u>SEND code of practice: 0 to 25 years (DfE and DHSC, 11 June 2014, updated 12 September 2024)</u>➤ <u>Equality Act 2010: advice for schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014).</u>		
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