



Croydon High School
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY
(Senior School)

Responsibility: Deputy Head (Academic)
Policy reviewed: Summer 2021
Next review: Summer 2023

The abbreviation EAL applies to pupils whose main language at home is a language other than English. It covers a wide range of pupils, having a broad and varied experience of both spoken and written English.

Key Staff

- Philip Purvis (Deputy Head, (Academic) & EAL Coordinator);
- Sophie Bradshaw (Deputy Head, Sixth Form & Operations);
- Helen Sharples (Head of Learning Support).

The EAL Coordinator is responsible for the progress and welfare of EAL pupils, as detailed below.

Aims and objectives

The EAL support at Croydon High School aims to:

- equip, through reasonable adjustments, EAL pupils with the skills to access the academic curriculum in full and to make the most of the opportunities available to them at Croydon High School;
- ease pupils' integration into the school community whilst promoting a respect for and interest in their own cultural background;
- ensure that the welfare of pupils with EAL is monitored;
- respond to individual needs for support with both spoken and written English;
- promote the belief that languages are skills for life, not merely a means to an academic end;
- help pupils gain access to Higher Education via courses by helping them to prepare to pass examinations in which they demonstrate their English ability, such as IELTS.

Assessing English language competence and identifying pupils with EAL

English language competence is assessed in the year of a pupil's arrival into the school through:

- declaration on application forms;
- interviews with applicants and new pupils;
- colleague feedback and observations during lesson time;

- by testing with the Head of Learning Support.

Pupils are graded using the Bell Foundation grading system which has been adopted by the GDST.

Supporting Pupils with EAL and Monitoring their Progress

Some pupils may be relatively fluent speakers of English who only demonstrate difficulties in written tasks; others may be pupils who arrive in the UK with little verbal or written fluency, sometimes on a short-term contract. Support for EAL therefore, needs to be flexible and fluid.

Our approach to EAL pupils seeks to ensure that:

- they may demonstrate different competencies in different aspects of English;
- a pupil's heritage background should be recorded sensitively by teachers and in administrative records;
- they are taught within mainstream lessons and are expected to study a range of subjects as well as learning the English language. At times, it may be considered necessary to modify a pupil's curriculum choices to take account of individual needs;
- where an individual EAL pupil is experiencing academic or social difficulties, it may be considered appropriate to monitor their progress through provision mapping;
- we provide EAL pupils with lessons in English for academic purposes. The Deputy Head (Academic) will be responsible for monitoring the progress of individual EAL pupils, and for communicating the need for any reasonable adjustments to colleagues;
- further assistance can be provided to EAL pupils in the lead up to exams such as IELTS, which are needed for entry into the UK University system; and,
- classrooms should be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

Teaching and learning strategies

In classrooms, teachers should:

- ensure pupils with EAL are set appropriate and challenging learning objectives;
- recognise that EAL pupils need more time to process answers;
- create opportunities for EAL pupils to talk about language and literacy with their peers;
- give newly-arrived pupils time to absorb English. Pupils can usually understand more language than they use themselves. Where practical, small group specialist lessons may be offered;
- encourage collaborative learning. EAL pupils should work in pairs and groups, discussing and producing pieces of work alongside pupils with good communication skills. It is important that bilingual pupils hear good models of English.

Pastoral care

- A 'buddy' system, using pupils in different year groups, can be valuable in providing support for an individual EAL pupil. This may be set up by Heads of Department, Heads of Year, or the Head of Learning Support.
- Links with other speakers of a pupil's first language already in school and with a more advanced understanding of English might be helpful. This should be discussed with the pupil and their parents or guardians.

Statement of provision

A clear statement about what the school can provide and what parents may be expected to provide should be given to parents before the school place is accepted.