



Croydon High School GDST Junior School English as an Additional Language (EAL) Policy

Responsibility: Deputy Head of Junior School
Last review: September 2023
Next review: September 2024

The abbreviation EAL (English as an Additional Language) 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.

There are many different definitions of EAL. However, the GDST adopts the DCSF definition, that is 'a pupil whose first language is other than English: "First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.'" (School census preparation and guidance for 2007, DCSF)

This definition therefore encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

'EAL' therefore covers a very broad spectrum of competence, knowledge, and prior experience. Accordingly, EAL pupils will need varying levels of provision and different types of support.

Key Staff

- Sarah-Jane Pendleton (Head of Junior School)
- Laura Threadgold (Deputy Head of Junior School)
- Helen Sharples (Head of Academic Support and Neurodiversity)
- Andi Harley (Head of Junior Academic 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.

Admissions

Adjustments to the entrance test—such as the use of a dictionary or the awarding of extra time—can be made for EAL learners. Applicants and their families are asked to speak to the Junior School Admissions Registrar at the application stage.

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 prospective parents and new pupils;
- Colleague feedback and observations during lesson time;
- Formal Assessments in reading, writing, speaking and listening;
- CAT4, nonverbal reading tests etc;
- Input from pupils and their parents/guardians, where possible.
- By testing with the Head of Junior Academic Support.

Pupils are graded using the [Bell Foundation grading system](#) which has been adopted by the GDST.

For administration, planning and communication between staff, Croydon High School uses the Bell Foundation competency categories:

Level A:	New to English / Beginning
Level B:	Early acquisition / Emerging
Level C:	Developing competence / Expanding
Level D:	Competent / Diversifying
Level E:	Fluent

How This Information is Used

- Pupils may be assigned a level of competence and entered on the EAL register for staff reference;
- The information may be used to assess the most appropriate provision for a particular pupil.

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 school SEN provision, in addition to EAL support.

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.

The EAL register, saved on the school's network and reviewed annually, records all those for whom English is not their first language. Pupils at Croydon High School fall into two categories:

1. Pupils who at the early acquisition or developing competence stage of their learning of the English Language;
2. Pupils who are competent or fluent in their use of their English language but who primarily speak a different language at home.

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. Class teachers monitor the progress of individual EAL pupils, and for communicating the need for any reasonable adjustments to colleagues;
- 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;
- Provide labelled visual prompts and flashcards within lessons and the classroom environment;
- Use scaffolds such as speaking and writing frames, word banks, and key vocabulary;
- 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.
- 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.

Success Criteria

The effectiveness of the School's approach to supporting EAL pupils will be measured by:

- EAL pupils' levels of attainment in formal school assessments/external tests;
- Pupils' levels of attainment in EAL assessment over time/progress demonstrated by work scrutiny;
- Progress and outcomes of target setting over time;
- Pupils' reports;
- Self-assessment;
- Informal assessment by EALCO/teaching and pastoral staff, e.g. of participation in class, integration into school life etc.

Pastoral care

- A 'buddy' system, using pupils in different year groups, can be valuable in providing support for an individual EAL pupil.
- 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 will be given to parents before the school place is accepted.