



English as an Additional Language (EAL) Policy

A copy of this policy is published in the following areas:

The school's website

Staff shared area

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Created by: Shaun Pope Deputy Head (Academic)

Rationale

We encourage children to achieve the highest possible standards. We do this by considering each child's life experiences and needs.

We seek that every child at the school is valued and receives respect and support regardless of their gender, race or disability.

In accordance with our Admissions policy, in order to cope with the academic and social expectations of Truro School, pupils must ordinarily be strong English Speakers, appropriate to their age. Parents may find it helpful to read our admissions policy available by request from our Head of Admissions or is available on our website.

We believe that all pupils for whom English is an additional language who fulfil our admissions requirements should have full access to the curriculum and the full range of co-curricular activities on the same basis as all the pupils.

Definition

The term EAL is used when referring to pupils whose main language at home is a language other than English. The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English.' (2019) The term parent is used to refer to parents/carers.

Aims

- To welcome, value and celebrate the cultural, linguistic and learning experiences that pupils with EAL bring to the school;
- To involve the whole school in ensuring that pupils with EAL are fully supported and are able to take part in activities;
- To give all pupils the opportunity to overcome any barriers to learning and assessment;
- To help pupils with EAL become confident and skilled in listening, speaking, reading and writing in English;
- To encourage and enable parental support in their child's learning and to ensure that all families feel included within the school community;
- When necessary, provide relevant staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.

Provision and procedures

- To promote and develop self-esteem and confidence in pupils with EAL by:
The school environment being socially inclusive and valuing cultural differences;
Recognising the mother tongue; and Identifying the child's strengths.
- Promoting academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- For the majority of time our pupils with EAL will be integrated into our classes. Different approaches will be taken to cater for their different needs, and these may include:
- Setting high expectations but allowing pupils with EAL sufficient time to process answers;
- Modelling English through small group work and collaborative activities;
- Using a variety of teaching methods and employing adaptive teaching to engage pupils;
- One to one support given by a specialist teacher.

Testing EAL pupils and support lessons

- Pupils are tested for their level of proficiency in English using the Oxford Placement test on entry to the school. If a pupil's test results are in the highly proficient range they do not require additional support lessons. If the testing results indicate the need for additional support, the pupils will be given a regular individual or small group lesson. A single fortnightly lesson does not incur a charge. If they require additional lessons to supplement this then there is a fee payable for such extra lessons. Details may be obtained from the Deputy head (Academic).

Monitoring and Evaluating

- The Pupil's progress will be monitored through individual assessments and class assessments in line with school assessment and feedback procedures.
- Pupils will be reassessed at the end of the year and if they reach the high proficiency level, then additional support lessons will cease.

Sixth form EAL Preparation for University

If an EAL pupil wishes to study at an English University, we prepare them to take the International English Language Test (IELTS). This preparation takes place during their additional EAL support lessons. Details may be obtained from the specialist EAL teacher.

Exam Access Arrangements

Exams Access Arrangements are arranged as necessary in line with the JCQ guidelines on access Arrangements and Reasonable Adjustments 2024/25.

Special Educational Needs

- We recognise that most children with English as an Additional Language do not have Special Educational Needs. However, should SEN needs be identified, EAL children will have access to our school SEN provision.
- Where possible, an assessment will be carried out in the child's mother tongue.