



# MOYLES COURT SCHOOL

**Educational and Welfare provision for pupils for whom  
English is an Additional Language (EAL)**

## **1. Policy Statement**

The Enhanced Learning Department's aim is to support and develop pupils' abilities to communicate effectively in speech and writing in a language which is not their first language. The department will support and develop pupils' appreciation and knowledge of British values and cultures and help pupils to undertake their studies in all subject areas successfully. The department also recognises the important role it plays in supporting the emotional well-being of pupils, many of whom are living away from home.

## **2. Aims**

EAL provision is available, in principle, to all pupils whose first language is not English. In practice, some EAL pupils will not require language support or an alternative curriculum.

Aims:

- Assess proficiency in English of all pupils new to the school both before they arrive, using an age-appropriate suite of entrance assessments, and upon arrival, using the Oxford Placement Test
- Ensure that any pupil staying for a year or more is given the opportunity, where practicable, to sit a recognised qualification (KET/PET/FCE/IELTS)
- Provide a time table of small group EAL lessons
- Support pupils, where possible, with subject-specific difficulties.

EAL provision is part of the Enhanced Learning Department

## **3. Identifying pupils in need of EAL support**

As stated above, EAL pupils are assessed prior to arrival at, and upon entry to, the school. Reports from a pupil's previous school are also taken into account. However, following their arrival at the School, the on-going assessment of a pupil's academic progress may indicate a need for EAL support, and all staff are invited to address concerns about a pupil's proficiency in English to the Head of Enhanced Learning.

## **4. Organisation of teaching groups and lessons**

As a result of assessment prior to arriving at Moyles Court School, students who require EAL are offered 6, 9 or 15 small group lessons per week.

For those receiving 9 or 15 EAL lessons per week, a personalised curriculum is developed.

Students who receive 6 lessons per week, in years 3 – 9, have their EAL during mainstream English lessons, where appropriate. This allows for easy transition between EAL and English, as changing needs become apparent.

Students receiving 6 lessons per week in years 10 – 11 also receive lessons during mainstream English; however, their GCSE options are also taken into careful consideration.

## **5. Charging Parents**

Parents of pupils following the EAL curriculum will be charged, in addition to school fees, according to the number of small group lessons they receive:

- 6 lessons: £600 per term
- 9 lessons: £900 per term
- 15 lessons: £1500 per term

## **6. Whole school language development**

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium term plans, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?

### **The role of class teachers is to:**

- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Use speaking and listening strategies to develop subject learning
- Plan for teaching and learning of subject-specific vocabulary
- Develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Model writing for key text types within their subject.

## **7. Teaching strategies to support EAL pupils**

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practise new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities
- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams