



Bolton School Boys' Division Provision for English as an Additional Language

It is the policy of Bolton School that all pupils should have access to all areas of the whole School curriculum and be given the opportunities for the achievement of their educational potential.

Bolton School Boys' Division therefore aims to provide support for pupils who have a home language [the first language spoken at home] other than English and who are in the process of learning to use English as an additional language for educational purposes. These pupils are identified as EAL and the level of support offered will vary depending on whether they are identified as working at Stage 1 or Stage 2 as per appendix 1). These boys will be listed as having EAL needs on iSams and colleagues will be alerted to their level of need.

The School also recognises that a large number of pupils may speak a language other than English at home however they are confident speakers, readers and writers of English and for the most part, do not qualify for EAL support, however good practice in the classroom, as per Stage 3 appendix 1 will support learning for these pupils.

Rationale

Occasionally we have pupils on roll who have very little fluency in English who would be classed as stage 1 on the DFES descriptors. The School is committed to making appropriate provision for teaching and learning and the overall well-being and pastoral care of pupils who are identified as EAL. The School will identify the needs of EAL pupils, recognise the skills they bring to the School and ensure equality of access to the curriculum and extra-curricular activities. Lack of English does not equate to a lack of knowledge, skills or understanding and having a home language other than English is not considered to be a learning difficulty [the School recognises that EAL pupils may also have other SEN needs].

Admissions

EAL applicants are subject to the same admissions procedures as other applicants, taking the English, NVR and Mathematics papers. Those applicants with EAL needs are normally identified by parents being asked to state the language normally spoken at home on the application form or sometimes through information provided by their junior school's reference. At the admissions interview, we seek to discover a boy's strengths, qualities and skills, which may not be reflected in his performance in the entrance exam. The level of required EAL support for a successful applicant will be identified at this stage and reasonable adjustments will be made by the School to accommodate these needs.

The level of support needed will be arranged following discussion between the Deputy Head (Admissions and Achievement), the EAL Coordinator and the Head of Learning Support.

Support provided for EAL pupils is designed to help improve the pupils' spoken and written English, in order to enable the pupil to use English confidently and competently; to allow access to learning across the whole curriculum and to external assessments [GCSEs/AS/A2 Levels].

The support is normally in the form of the provision of tuition by the EAL Coordinator and EAL tutors to ensure that all EAL pupils have access to extra support. The EAL Coordinator will work in liaison with pupils' teachers to identify areas of further work required in EAL lessons and self-study periods.

All staff teaching an EAL pupil will be made aware of their needs via communication from the EAL Coordinator, to allow them to make provision in their lessons; by planning to use concrete and visual materials, allowing group work with fluent English speakers and providing differentiation in activities and tasks. All teachers share the responsibility for the language development of EAL pupils since all participate in the teaching of English as well as in the teaching of their own subject area. Advice and INSET training is provided for colleagues on EAL matters.

The EAL Coordinator and tutors will monitor the EAL pupil's progress, future needs and EAL level in iSAMS to alter teaching provision as appropriate. Although EAL pupils may become conversationally fluent quickly, it takes much longer for them to become fluent writers.

September 2019

Next Review: September 2020

Appendix 1

EAL Stages and suggested support strategies

(based on DFES Descriptors)

Stage 1 – Beginners/Post-Beginners

Beginners of English often go through what is called a 'silent period'. At this stage, they are lacking in confidence and do not produce much English, but they are absorbing and learning all the time. This period can last up to 6 months. Tasks will need to be differentiated so that their understanding can be assessed rather than their level of English.

Strategies:

- Pupils must be included in lessons and activities as much as possible
- Pupils must be given the opportunity to be active listeners and to follow examples from peers
- Provide annotated diagrams
- Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e.g. diagrams, pictures, objects, DVDs etc)
- Where possible, write instructions/key points on the board and at the same time give them verbally
- To measure understanding, allow them to choose an answer or write a single word down
- Encourage the use of a glossary book where key words and phrases can be entered – with an example of use in context where appropriate – this could be managed using Notes on the iPad
- Encourage use of technology to make links between home language and English

Stage 2

Pupils at this stage are confident speakers of English, although they may make grammatical mistakes, especially in unfamiliar contexts. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. In reading, they will be able to decode reasonably well and will be beginning to acquire writing skills.

Strategies:

- Pupils may need support with reading and fully understanding a text – provide word lists, summaries, listening books.
- Allow pre-reading of texts in preparation for a lesson
- use of 'Speak Screen' on iPads to use technology to read texts to pupils
- Use plenty of visuals; charts, diagrams, DVDs etc
- Use writing frames to help with structure of writing tasks supported with key subject vocabulary, especially in subjects which use complex language and ideas such as Geography, Science etc.
- Provide tables/flow charts/timelines on which the pupils can record information in an organised form

- When asking questions allow time for the pupil to choose the right linguistic structures to express themselves – return to the pupil when he has had the chance to construct and practise the answer – discreetly rephrase grammatical errors as part of your response
- Encourage pupils to model language by repeating instructions for a partner to follow
- Always provide written/simplified instructions in addition to verbal instructions
- Continue use of an indexed glossary book in which key subject words and phrases can be entered – this could be managed in Notes on the iPad
- Provide suitable exemplars

Stage 3

At this stage, pupils will appear to be native English speakers on the surface. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Reading/decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently with ease. Pupils will need support to read for deeper/underlying meaning and to understand texts in which grammatical structures are particularly complex. Written work may be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features. They may sometimes have difficulty with colloquial phrases and sayings and may not understand cultural references.

Strategies:

- Highlight, read and discuss areas of text that have difficult grammatical structures, deeper meaning
- Allow pre-reading of texts in preparation or a lesson
- Use a buddy with good language skills to discuss the text
- Use plenty of visual material – charts, diagrams, DVDs etc
- Provide listening books/Speak Screen if possible
- Use writing frames to support written work
- Provide an exemplar as a written model
- Give a list of the technical vocabulary and specific language features required for any specific topic
- Allow some use of iPads for written work to make redrafting/correcting work easier
- Ask the pupil to read and highlight key points in texts for note making
- Develop awareness of inference and nuances
- Refer to and discuss cultural references