



**TEACHING AND LEARNING POLICY
ENGLISH AS AN ADDITIONAL
LANGUAGE
SENIOR SCHOOL**

Students with English as an Additional Language

Rationale

Bolton School Girls' Division has a small but significant number of pupils who have English as an Additional Language. EAL can be defined as those whose first language is not English. This 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.

For the purposes of communication and describing EAL learners, Bolton School Girls' Division refers to the following stages:

1. Limited English Proficiency (LEP)
2. Basic Interpersonal Communication Skills (BICS)
3. Advanced Interpersonal Communication Skills (AICS)
4. Basic Academic Language Proficiency (BALP)
5. Cognitive Academic Language Proficiency (CALP)

As Bolton School Girls' Division is an academically selective school and language skills are tested on entry, in most cases, students are either BALP or CALP. These levels can be assessed in written assessment and at interview. In some cases, EAL needs may 'surface' as more competent pupils progress in their education but many will have no language support needs during their time at the school. In such cases EAL provision in the classroom is still relevant in terms of supporting and enriching these pupils' skills. Parents/Guardians are asked to identify their daughter's other language on the School application form. A further survey has been introduced in 2015 which is completed by the students themselves.

Principles of EAL Provision

- EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum.
- English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities;
- The school environment, both in and outside the classroom, should promote language development;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

Language support is best provided within the classroom wherever possible. The curriculum offers an ideal platform for language learning, as it offers pupils the

chance to practise all four language skills, (speaking, listening, reading and writing), with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge. A supportive classroom environment enriches the language content of the lesson, whatever the subject discipline. All teachers should take on the role of teachers of language in the context of their subject.

Provision

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A supportive classroom environment enriches the language content of the lesson, whatever the subject discipline and provides high quality teaching and learning for all students.

Language Enriched Teaching (The Literacy Policy may also be consulted for further guidance on literacy teaching).

- Analyse the language demands of lesson content, in order to understand how each lesson can promote language as well as content learning
- Preview language objectives alongside other aims at the beginning of the lesson
- Provide ample opportunities for talk and model spoken structures, for example using frameworks for talking and active listening tasks
- Encourage pupil responses and promote interaction using different forms of questioning: closed and open, concrete and abstract, etc.
- Allow pupils 'time to think' before answering questions
- Scaffold reading activities, for example using paired reading and directed activities related to texts (DARTs)
- Scaffold writing tasks, for example matching, sequencing, providing writing frames and word banks
- Teach language skills explicitly, including demonstrating grammar conventions with opportunities to practise language use
- Focus on developing - and providing the language for - higher order thinking
- Prepare resources that support the development of pupils' language skills and understanding, including visuals or graphic organisers
- Develop increased opportunities for all pupils to be taught subjects through arts activities such as art and design, music and drama
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- Allow pupils time to summarise and reflect on what they have learned at the end of a lesson
- Integrate speaking, listening, reading and writing, and use one language skill to support and reinforce another