

EAL WHOLE SCHOOL POLICY STATEMENT

Introduction

In recognition of internationalism and to ensure equality of access across the curriculum, Plymouth College is committed to providing a quality education in English for all EAL pupils.

We aim to ensure that all EAL students are able to:

- feel they are in a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate in the life of the school;
- use English confidently and competently in a range of contexts and
- use English as a means of learning across the curriculum.

Objectives

To ensure that all our EAL pupils are able to fully participate in the life of the school and gain access to appropriately planned and prepared curricular provision.

To ensure that our EAL pupils attain curriculum levels and examination grades appropriate to their abilities.

To monitor the progress of our EAL pupils' acquisition of English, their general achievement and their attainment in public examinations.

Teaching Groups

EAL pupils:

- Have access to the whole curriculum
- Have access to a suitable number of specialist EAL lessons each week
- Are taught with their peers
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible i.e. with their intellectual/academic equals
- Are not automatically placed with LDD pupils

Teaching and Learning

The school ensures that all EAL pupils have access to the curriculum and statutory assessments.

Although there is a collective responsibility held by all staff to identify and remove barriers that stand in the way of our EAL pupils' learning and success, pupils also have access to specialist EAL tuition and continued support from the EAL Department throughout their time at Plymouth College.

Appropriate targets are set within the EAL Department and are regularly reviewed. These are made available to mainstream teachers on the staff intranet and as from September 2010, the more general targets for EAL pupils will be printed in the school planners.

The school recognises the fact that should LDD needs be identified, EAL pupils have access to appropriate provision. The Head of Department has received training in identifying the need for LDD support in EAL pupils.

Planning for teaching reflects inclusive principles and practice for pupils learning EAL. Forward planning of mainstream lessons takes place to allow for the preparation of additional resources and/or activities, as well as providing a suitable environment for acquisition of English by EAL pupils.

Teachers are made aware of particular challenges for EAL pupils. This information is provided by the Head of EAL and made available to mainstream teachers on the staff intranet.

Mainstream teachers teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.

All staff are committed to providing a safe and secure environment and are sensitive to cultural, religious and linguistic backgrounds.

The Role of the EAL Department – (See EAL Departmental Policy on the staff intranet for more detailed information)

The department plays a major part in welcoming new overseas pupils and co-ordinating the induction process. The Head of EAL may already have interviewed many of these pupils and met their parents prior to their son(s) or daughter(s) joining the school.

The department provides an environment where pupils can discuss their concerns and worries. Staff work closely with boarding house colleagues, teachers, tutors and the school nurses to provide the best pastoral care for our overseas pupils.

The department helps to improve the English language skills of our overseas pupils in order to allow access to the general curriculum.

Students are prepared for the internationally recognized IELTS exams for entry into the sixth form as well as university.

Students are given support in understanding curriculum subjects and in completion of prep and course work tasks.

The department provides support and guidance for mainstream teachers.

Policy prepared and reviewed by: Mrs Paula Brockbank (Head of EAL)

Date: 14 January 2010

Review Date: January 2011

Links to other policies and resources on staff intranet - EAL site:

EAL Departmental Policy

The Induction of New EAL Pupils Policy

EAL Handbook for Good Practice

How EAL friendly is your lesson? – Checklist for teachers

Targets for EAL students

EAL Department Schemes of Work