

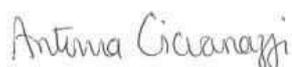
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

*This policy applies to the whole college, including boarding, and is publicly available at natmatsci.ac.uk.
Hard copies and accessible formats are available on request from the College Office.*

Applies to: Whole College including Boarding

Monitoring and Review: This policy is subject to continuous monitoring, review and refinement by the Principal. The Proprietors will undertake a full annual audit of the policy, its procedures and the efficiency of the associated policy systems. This review will be documented in writing and any deficiencies identified by the Proprietors will be remedied immediately. The policy may be reviewed earlier than the date given below, if significant changes to the systems and arrangements of the College take place, or if legislation, regulatory requirements or best practice guidelines so require. All College Staff will be informed of any updates or amendments made to this policy

Signed:



Antonia Giovanazzi
Principal



Dr Elizabeth McFarlane
Proprietors' Nominated Person

Date of policy review and update: October 2019

Date of next review: September 2020



EAL Policy

This college provides a curriculum based on STEM subjects: Mathematics, Biology, Physics and Chemistry, as well as Computer Science and English.

The vast majority of our students have English as an Additional Language (EAL), whereby their main language at home is a language other than English. Most of our students do not live with their families during term time but are either with English speaking homestay families or in the residence.

Teachers take this situation into account and make provision, where necessary, to support individuals or groups of students and thus enable them to participate effectively in curriculum and assessment activities. The students and teachers are supported by a dedicated EAL department who provide English lessons to small classes of students. The English classes are streamed according to language level.

The key aims of the EAL Policy are:

- to apply a whole school policy and create an environment that meets all the students' needs;
- to ensure that the language needs of the students are identified, assessed, provided for and reviewed;
- to enable all students to have full access to all elements of the college curriculum.

Educational Inclusion

Through appropriate curriculum provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to students' needs by:

- providing support for students who need help with communication, language and literacy;
- planning to develop students' understanding through the use of all available experiences;
- planning for students' full participation in learning.

Our aim is for each individual in the college community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age, or ability, to reach his or her full potential in an inclusive environment where happiness and security is a priority.

We aim to ensure all students with EAL needs are able to:

- use English confidently and competently;
- use English as a means of learning across the curriculum.

Assessment

The teachers assess and monitor the students' progress in line with existing college practices, which include a range of standardised and college-based testing. The students' level of English is assessed on arrival and this information is shared with all of the teachers to help with planning and differentiation.



Special Educational Needs and Gifted and Talented Pupils

The college recognises that most EAL students needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have access to the college SEN provision. Similarly, the college recognises that there may be EAL students who are gifted or talented even though they may not be fully fluent in English.

Our provision is differentiated to enable students to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet students' learning needs. Lessons have clear learning objectives: work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, use of language or forms of text.

Monitoring and Evaluation

Monitoring of student well-being and academic progress takes place in weekly departmental meetings which all teachers attend. In the weekly EAL department meeting, students of concern are discussed and interventions (one-to-one lessons, extra work and feedback) are put into place.

Concerns

Anyone with any concerns about a particular student or the EAL provision can refer to the Head of EAL or the Principal at any time.

Review

A collegewide literacy programme will be created and implemented by the Head of EAL.