Lincoln Minster School

English as an Additional Language Learners' Policy

1. Policy Statement

At Lincoln Minster School, in support of our Mission Statement, and in particular our aim to identify talent in each child and draw it out, be it sporting, academic, musical, dramatic or in some other field, we are committed to bringing out 'the best in everyone'. To achieve this aim, we have developed a learning community where all can be challenged through a broad and balanced curriculum, where expectations are high and where opportunity exists for success at all levels of ability.

Many of the ways of including EAL Learners constitute good practice for all pupils and, therefore, impact on raising standards overall.

This policy applies to all members of our school community, including boarders.

Lincoln Minster School is fully committed to ensuring that the application of this EAL policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents: Curriculum policy, SEN policy and Teaching and Learning policy.

This document is reviewed annually by the Director of Studies and the Head of the Prep School or as events or legislation requires. The next scheduled date for review is September 2022.

Reviewed By	S Grocott; Director of Studies M Burton; Head of the Preparatory School
Date	September 2021
Reason for Change	Annual review
Next review date	September 2022

Contents

2. Aims

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.
- To identify the specific language levels of EAL pupils in order to provide appropriately for them, monitor their performance and review their progress.
- To ensure that schemes of work include additional provision for EAL pupils.
- To provide EAL pupils access to work at appropriate cognitive levels which does not necessarily assess their understanding or application of English
- To provide EAL pupils with opportunities to develop their English language and literacy.
- To identify and challenge EAL pupils who are under-achieving, either across the curriculum or in their acquisition of English as an additional language.

3. Guidelines

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To promote and encourage the development of the children's first languages whenever possible, in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and which are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To ensure that language and literacy are taught within the context of all subjects.
- To ensure that learners not yet fluent in spoken English or the language of the curriculum receive planned support for their oracy and literacy skills.
- To actively liaise with parents/guardians/ boarding team to help them to support children's language learning.
- To ensure that EAL pupils are able to use their first language in lessons and when discussing their homework with peers/ parents/ guardians where appropriate.
- To seek first language assessment to ensure the accurate identification of SEND.
- To monitor the results of external examinations by EAL status and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- To celebrate multilingual skills and promote linguistic diversity with all pupils.

4. Supporting the EAL Policy

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:
• What opportunities are there to explore ideas orally and collaboratively?
• How can teachers (or additional adults or other children) model the key subject language needed?
• What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
• What range of texts do pupils need to read and how can reading be scaffolded to support learners with diverse needs?
• What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
• Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

The role of subject 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.

5. Language and literacy experiences of EAL learners

- Some pupils already have good language and literacy skills in two or more languages
- Some pupils are beginner EAL learners have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for secondary school.
- Some pupils have SEN with language or literacy needs

All these groups benefit from teaching that develops their language and literacy so they become fluent in the academic language which is the key to their academic success.

As pupils progress through school, the language and literacy demands of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from more informal to more formal written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

6. Procedures for identifying and tracking EAL Learners

EAL Learners and their level of English are identified using a range of strategies:
International pupils are tested before starting at LMS with the Placement Test as well as an Interview with the Head Teacher, a process which checks their Speaking, Writing and Listening.

As part of their registration at the school, all parents complete a form about their child's language abilities, along with information about their first language and how long they have been speaking English.

On arrival at the school, EAL and International pupils' levels of Reading, Writing, Speaking and Listening are ascertained through IELTS testing. This information is used to make further decisions about appropriate provision for them as individuals.

Pupil progress in English Language is tracked, monitored and reviewed using a spreadsheet that is accessible to all staff. IELTS papers are sat in September, February and June to track pupil progress with Speaking, Listening, Reading and Writing. This also enables us to ensure we are meeting Tier 4 requirements for international students to continually make progress in their English language learning.

EAL Learners are also assessed using Ravens which can provide diagnosis of SEND which is then followed up with further assessments by SENCo. When necessary, we make use of clinical psychologists who speak the pupil's first language to assess further.

Other relevant data includes:
- MidYIS, YELLIS and ALIS test scores
- GCSE results at the end of KS4
- Music Graded exams
- Trinity Speaking exams
- Other prior attainment
- Teacher/HOY comments and recommendations for further follow up

7. Teaching and Learning Strategies

Beginner EAL learners
It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English benefit from being integrated into mainstream teaching and learning experiences most of the time. Small group ESOL teaching takes place in every year group which is timetabled when English and Modern Languages lessons take place.

This enables them to:
- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Teaching strategies to support EAL beginners
- 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 alongside vocabulary books in which children record new vocabulary and subject-specific terminology to learn and revise outside of lesson time
- Pupils who have ESOL lessons are issued with a dictionary and a vocabulary book - all teachers across the curriculum will expect them to use them in their lessons.
- Allow students time to practise new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

Pupils who are developing English language and literacy skills

Speaking and Listening
- In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.
- Learning through talk
- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

Teaching strategies
- 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 answers with a talk partner before answering
- Use additional adults to support discussion groups

Learning from texts/ Reading acquisition
- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills

Teaching strategies
- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around textbooks 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
- Encourage and show pupils how to use online sources for research

Learning through and about writing
- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level
- Organising and structuring at whole text level

Teaching strategies
- Make sure pupil are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts of specific text types/ genres within each subject before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

Staff training in teaching and learning strategies for EAL Learners takes place on an annual basis and resources are available for all staff to access in our Shared Resources area.

8. Beyond the Classroom

Pastoral Care
- EAL Learners' pastoral needs are met through the tutor group, year team, HOY and, where appropriate, Boarding Team.
- International students have a guardian with whom they can stay during school holidays and who represent parents at parents' evenings and liaise with parents on matters concerning their welfare or any issues regarding their behaviour in school, translating concerns or matters raised by teachers or parents to the other party.
- Parents' Guardians are encouraged to keep in close contact with the school
- The rewards system recognises pupils of all abilities for their Attitude, Contribution, Effort and Progress.

Co-curricular activities
Extensive wider opportunities are offered to all pupils. They are offered and advertised throughout the year via notice boards, newsletters, computer network and through departments. These provide an opportunity for pupils from different backgrounds to take part in shared experiences and integrate in a more social way with speakers whose first language is English.

In addition, pupils' first languages and cultures are celebrated across the school in the School Languages' Day and other events such as Chinese New Year.

9. Oversight of ESOL and EAL

The Head of ESOL:
- ensures that identification and tracking procedures are in place
- ensures liaison between departments and the ESOL team
- monitors the progress of EAL Learners ensuring that appropriate records are kept
- with the two ESOL teachers, supports teachers in setting appropriate targets and tasks for EAL Learners
- in conjunction with the Director of Studies ensures that EAL Learners are given an appropriate amount of ESOL teaching on their timetable
- reviews this provision on a regular basis
- supports ESOL teachers to form good home/boarding/guardian/school liaison
- keeps Governors and SLT informed about provision in school for EAL Learners and suggests further ways in which they can be developed
- provides Inset for teaching staff on supporting EAL Learners in mainstream lessons
- liaises with Head of Sixth Form re the integration of international students with those whose first language is English
- liaises with Head of Boarding re the integration of international students with those whose first language is English
- assists with ensuring additional private tuition can be set up for those EAL Learners who would benefit from it
- is overseen by his/her line manager Director of Teaching and Learning

Appendix 1: Curriculum for pupils for whom English is an additional language

IELTS Level	LMS Route	ESOL Target Qualification	Additional ESOL Curriculum	Suggested other subjects Curriculum
3	1 year Pre-GCSE Course	KET (8 hours)	Cross-Curricular Support Trinity Grade 3	Y9 P.E., Drama, Music, Art, Electronics, Graphics, Computing, Science, Mathematics, + Mandarin GCSE?
4	2 year GCSE with 2 option choices	PET (8.5 hours in Y10) (9.5 hours in Y11)	Cross-Curricular Support Trinity Grade 4	P.E., Art, Graphics, Textiles, Photography, Electronics, Drama, Music, Mandarin
4.5	2 year GCSE with 3 option choices	IGCSE (6.5 hours in Y10) (7.5 hours in Y11)	Cross-Curricular Support Trinity Grade 5	P.E., Art, Graphics, Textiles, Photography, Electronics, Drama, Music, Mandarin
5	1 year Pre-A Level Course part of Sixth Form	IELTS (Step up to IELTS) (8 hours)	Cross-Curricular Support Trinity Grade 6	Business for Beginners (2 hrs), Food Technology (2 hrs), Art/Graphics/Textiles/Photography Foundation (2 hrs), Science Foundation (2 hrs) all leading to LMS Certification, Music lessons for one instrument leading to ABRSM Grades, Additional Maths leading to AO (2 hrs), Games (2 hrs) AND attend 3 A Level choices with the intention of repeating Y12 the following year (15 hrs), Preparing, planning and running enrichment activities for other pupils, Mandarin A Level
5.5	2 year A Level with 3 option choices	IELTS (Focus on IELTS) (5 hours)	Cross-Curricular Support Trinity Grade 6	Preparing, planning and running enrichment activities for other pupils, Mandarin A Level
6.5	2 year A Level with 4 option choices	IELTS (3 hours)	Cross-Curricular Support Trinity Grade 7	Preparing, planning and running enrichment activities for other pupils, Mandarin A Level