



# ST MARY'S COLLEGE

## Policy on Provision for Students with EAL English as an Additional Language

### The Mission of St. Mary's College

*"Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as yourself" (Mk 12:30-31)*

St Mary's College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible. We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation. Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

<b>Name of policy</b>	EAL Policy
<b>Status</b>	Updated July 2021
<b>Date of next review</b>	November 2021
<b>Lead Area</b>	Directors of the Teaching & Learning Committee

Other related policies that support this policy:

Teaching and Learning Policy  
Race Equality Policy

## **Introduction**

As a Catholic College we adhere to the principle that Christ is the foundation of everything we do and the gospels provide us with our guidance and inspiration.

We are committed to:

- Treating every student with respect and dignity
- Celebrating the enrichment of our college community which flows from diversity of age, gender, race, religion, culture and social origins
- Ensuring that all are given every opportunity to develop their talents and abilities to the full
- Helping students understand both their own, and others' cultural identity and heritage
- Caring for all those who are socially, academically, physically, or emotionally disadvantaged. Fostering beliefs in social and racial justice and harmony and
- Preparing students to take these values and beliefs into the wider world

## **General Aims**

Each student's curriculum entitlement is recognised irrespective of gender, race, religion, disability, or other factors. The objective is to ensure the fullest possible participation of all students, and to enable them to achieve their full potential within the context of the College.

Teachers, parents, non-teaching staff, and members of the wider community support the development of the students within a stimulating environment. The language and culture of all students is respected and valued within the College.

## **EAL**

The aim in teaching English as an additional language [EAL] is that all students should be able to:

- Use English confidently and competently
- Use English to gain access to the College curriculum.

## **General description of the College Population**

- Students come from all over the world and have settled in a wide area in and around Hull.
- They come from a variety of social and socio-economic groups.
- There are 8 main feeder schools and over 50+ other schools.
- About 27 % of our students have English as an Additional Language of which 15% require additional EAL intervention and support.

There are four main groups of EAL students within the College:

- Students whose families have moved to Hull for economic or family reasons and who intend to remain in Hull for a long time, or permanently.
- Elite bilinguals or students who are here for a short time, and whose parents are studying, for example, at the university.
- Children of Migrant workers from the EU.
- Students who are here for political reasons; refugees and those seeking asylum.

### **Languages Spoken:**

Over fifty different languages are spoken.

### **Welcoming Environment**

The college provides a welcoming environment for students and families from other countries:

- Translation and interpretation facilities
- In class support
- Special EAL classes
- Special EAL intervention and support
- Family EAL support
- Monitoring of racist incidents and provision of clear-cut guidelines on positive attitudes to other cultures within college context.
- Links with other countries
- A Saturday Community Language School
- A Saturday Polish School
- An International Festival Week in the summer term
- Home language support and intervention where possible.

### **New Arrivals**

- Parents and students have an initial meeting with the Colleges Admissions and Pastoral staff, during which as much information as possible is learned about previous schooling, language background etc.
- Translators and interpreters are provided if necessary
- A tour of the College is provided for students and parents
- A timetable is prepared for students, appropriate to their level of access to the curriculum, including individual language support if needed
- Buddies" are provided, to help the student to settle in.

### **Assessment (initial) and target setting**

- An EAL specific assessment is taken by students in order to provide an indication of National Curriculum levels in English. This test gives a measure of performance against peers. The

- assessment is in 3 parts-reading, writing, speaking and listening
- EAL Support Teachers may also carry out a more detailed analysis of students' ability in English, which can be summarized and passed, to mainstream staff to help them with differentiation and planning.
- EAL Support Staff may ask mainstream staff for information about a student's level of access to the curriculum, and their motivation, and willingness to communicate in class. This information is then used to plan appropriate support enabling them to gain greater access to the curriculum in College.

### **Ongoing assessment**

- EAL students take part in the regular assessment processes of the college
- External examinations including GCSEs
- Specific language exams e.g. ESOL
- Students are encouraged to take GCSE and GCE exams in their home language

### **EAL Support**

Students are allocated individual/small group support time from staff who:

- Support their development of the English language
- Help students gain access to the curriculum
- Provide appropriate pastoral help and guidance
- Liaise with mainstream staff
- In-class bi-lingual support where appropriate
- Special intervention and support at key times, e.g.-coursework and exam preparation

### **Other sources of support for EAL students**

- Peers
- Buddies (same age-for the induction period and 6<sup>th</sup> form thereafter if needed)
- Personal tutors
- Head of Year
- Bi-lingual TAs and Learning Mentors within mainstream classes
- After school support clubs
- After school intervention
- Shared language speakers amongst students and staff

### **Mother Tongue and Culture**

- Both the language and culture of the students are valued within the College context.
- Students are encouraged to use their home language in College where appropriate and translation/interpretation is provided when necessary.
- *International Week* provides a context, which enhances the profile of the ethnic minority students. It also enables other students in the College to learn about and appreciate the richness of other cultural traditions and values.

## **Differentiation and planning**

Mainstream staff differentiate and plan for EAL students using the information provided by:

- Pupil profiles
- EAL bi-lingual staff
- EAL specialist teacher

## **Teaching and Learning**

Teachers endeavour to fulfil the following:

- Ensure vocabulary work includes the academic and technical as well as the everyday meanings of words, metaphors, idioms etc.
- Provide effective opportunities for talk within the classroom.
- Encourage students to transfer skills, knowledge and understanding from one language to another
- Use accessible texts and materials suitable to level of students' English
- Provide support through ICT, video and audio materials, dictionaries, readers etc. Encourage students to use home language to aid the conceptual process.
- Use alternatives methods of recording - i.e. matrices, diagrams, tables, tapes, etc.
- Give students opportunities to talk through ideas before writing, and reading back in order to self-correct
- Identify and explain key words (mentors, peers, EAL staff can help with these if necessary)
- Tasks may involve watching videos, listening to audio etc. `
- Students are encouraged to join College homework clubs.

## **Homework**

- Students are given realistic and accessible homework tasks.
- Help and support is available form by the EAL staff on a lunchtime

## **Examinations and Testing**

Extra time is applied for and bi-lingual dictionaries are made available.

## **External examinations**

Students are expected to sit public exams. Permission is applied for the following arrangements to be implemented in relevant circumstances:

- Additional time
- Use of bilingual dictionaries
- Readers
- Scribes
- Early opening of test packages
- Arrangements are reviewed on a regular basis and are communicated through the exams officer.
- Based on previous exam performance, our EAL students go on to achieve excellent outcomes pre and post 16.
- To date, none of our EAL students have become NEET.

## **Links with families**

The College develops and maintains links with families; feedback on progress is regularly passed on, with translation or interpretation support if necessary. The College hosts a Saturday Community Language School and classes in EAL for parents. The College also works in collaboration with Adult Education in signposting ESOL provision in the city.

## **Resources**

The College will continue to build up a bank of resources including:

- Bilingual Dictionaries [students must buy their own]
- Photo and Speaking Dictionaries
- Information books and reading books at appropriate reading level
- Photocopiable books and worksheets
- Atlases and maps
- Cultural information
- Digital audio and visual resources
- ICT and e-Learning resources
- Home language books
- Subscription to the on-line ESL Library

## **Religious and Cultural Awareness**

There is an acknowledgement of different cultures and religions among students.

- It may be necessary for students to have time out of college for religious observance.
- Sensitivity is shown during periods of fasting, e.g. Ramadan

## **Cultural Enrichment**

The presence of students from different cultural backgrounds is viewed positively and is seen as providing opportunities in the area of spiritual, moral, and cultural development across the College.

## **Training of Staff**

- NQTs and teachers undergoing initial training (ITT) receive specific input on EAL issues. Training opportunities are also available for mainstream staff, the governing body, and EAL support staff in order to help them provide the maximum possible support for EAL students within St Mary's College.
- This policy complements the teaching and learning policy within the College. Consideration of EAL issues also takes place within other College policies, especially the Race Equality Policy.
- EAL students are only placed on Special Educational Needs and Disabilities (SEND) register or receive attention from SEND staff where their needs extend beyond those of learning English.