



ST. EDWARD'S OXFORD

English as an Additional Language (EAL) Policy

The school admits a number of pupils each year for whom English is not their first language. (It may not even be their second language.) Some of these pupils are, in effect, bilingual and have no need of assistance with their English. However, a minority of our overseas pupils need some assistance with this subject and receive between one and five lessons per cycle. At any one time in the school there are about ten pupils in the lower school and two in the upper school receiving help on a regular basis, plus a few others in the Sixth Form who seek help from time to time.

Lower School pupils tend to have EAL instead of one of their mainstream subjects, usually Latin or French. The main aim is to help these pupils to pass their GCSE in English Language in the Fifth Form. There are usually at least two Sixth Formers who take the IELTS examination each year (International English Language Testing System). A score of 6.5 or 7.0 out of 9 allows pupils without a GCSE in English Language to enter a British university. Sixth form pupils have EAL lessons in their study periods. Much of the support is geared directly towards helping them with A Level subjects.

Naturally the EAL teachers will form a close relationship with their pupils. Any welfare concerns are always promptly reported to the HMs. Academic concerns will be discussed with the HMs and individual subject teachers as well as the Head of Learning Support.

Those receiving EAL lessons are on registration and a list is sent to all teachers at the start of the academic year, along with the following advice:

Practical Advice

- If you think a pupil is in need of extra English lessons please let the HM know and I will arrange an assessment. Likewise, if a pupil is already receiving help and you would like me to look at a piece of written work or help with a specific task please ask the pupil to bring it to me in their EAL lessons.
- It is helpful if they can sit next to a 'buddy', someone who is willing and able to help them in class – and, ideally, in House as well. This might involve allowing them to copy up notes, short explanations (when appropriate) and moral support. It is better if they don't communicate in their first language in class.

- The more they can refer to written information and images, the easier it is for them. Some ideas (if you have time) are:
 - A handout containing framework notes, instructions for prep and page references in the text book.
 - Model answers when prep is handed back (e.g. a photocopy of a good answer); this is often the easiest way to help them see what is expected or where they went wrong.
 - List of key words to look up in advance.
- Finally, think about the language you use. Perhaps you could slow down, ask questions to check comprehension, rather than 'Do you understand?' (to which they are likely to answer yes, for the sake of their pride). Repeat key information, avoid too many idioms and figures of speech. If you would like me to correct the language errors in written work, please write on the bottom that they should show the work to me. Too much red ink can be demoralising!