



ST. EDWARD'S  
OXFORD

# EAL Policy

22<sup>nd</sup> AUGUST 2024

Document History	
<b>Owner:</b>	Sub-Warden Academic
<b>Document status:</b>	Final
<b>Approved by:</b>	Governors' Education Sub-Committee
<b>This document is available from:</b>	School Intranet and School Website
<b>Review Cycle:</b>	Annual
<b>Current version adopted:</b>	August 2024
<b>Next review date:</b>	August 2025
<b>Related documents:</b>	Admissions Policy, Curriculum Policy, Equality Policy, Equality Plan, Exam Access Arrangements, SEND Policy
<b>Related external documents:</b>	Adjustments for candidates with disabilities and learning difficulties, JCQ, with effect from 1st September to 31 August 2025.

## Purpose

The purpose of this policy is to ensure that those pupils for whom English is not their first language:

- get the support they need so that they can fully access the curriculum;
- gain the necessary qualifications in English Language to enable them to move to the next stage beyond school;
- do not suffer discrimination, unkindness or any behaviour of a bullying type because of their need for EAL support.

The success criteria for this policy are:

- EAL pupils are able to enjoy all aspects of life at School, in lessons, in House and in activities and games;
- educational outcomes for EAL pupils are in line with their peers.

## The School Profile

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.

Many of our overseas pupils have no need of assistance with their English. But at any one time there are typically about thirty pupils in the Shell, Fourth and Fifth Forms and one or two in the Sixth Form receiving help on a regular basis, plus a few others across the School who seek help from time to time, usually as part of a clinic run by the Head of EAL.

Although the Governing Body does not set parameters for the number of overseas pupils admitted each year, there is an explicit requirement from the Governing Body that there should not be a preponderance of any single nationality within this group and an expectation that there will be at least thirty nationalities represented in the School.

The School usually asks all pupils who do not have English as their first language to take the UKiset online tests for screening purposes, prior to being invited to apply. Tests can be organised in centres around the world and details are on the UKiset website: [www.ukiset.com](http://www.ukiset.com). Pupils who are studying at British curriculum International Schools may be exempt for taking the UKiset tests – any queries should be directed to the Registry.

On application, overseas pupils go through the normal entrance procedure. They also sit our own English Language entrance test if deemed appropriate and are all interviewed, if possible, by the Head of EAL, to ensure that they will be able to succeed at the School.

On arrival at School, new overseas pupils flagged by HMs as being in need of EAL support sit an assessment to determine their level of English and the extent of support they will require, if any. These results are mapped according to the Common European Framework of Reference for Languages (CEFR) <https://www.coe.int/en/web/common-european-framework-reference-languages>.

### **The Nature of Our Provision**

There is a designated Head of EAL; this role is equivalent to half a full teaching load and is undertaken alongside other teaching roles in the School.

Pupils requiring EAL support either participate in timetabled classes, or after-school clinics, depending on need. One-to-one support is also available for more urgent needs or specific subject focuses. Drop-in clinics are also available for pupils with specific EAL questions.

Lower School pupils tend to have EAL lessons instead of one of their mainstream subjects, usually a modern foreign language, so they can have up to three hours a week of timetabled tuition. The main aim is to help these pupils to pass their GCSE in English Language in the Fifth Form and ensure that their standard of spoken and written English allows them to access all parts of the curriculum during their time at the School.

Pupils do not generally prepare for a particular EAL exam. However, there are a small number of Sixth Formers who take the IELTS examination each year (International English Language Testing System). A score of 6.5 or 7.0 out of 9.0 usually allows pupils without a GCSE in English Language to enter a British university, though these requirements are decided by universities and are not controlled by the School.

Sixth Form pupils may have one-to-one EAL support sessions in their study periods. Much of the support is geared directly towards helping them with their Sixth Form subjects.

There is no additional charge for EAL support.

### **Support for EAL Pupils in the Classroom**

In line with our SEND Policy, all teachers are expected to adapt their teaching to take account of the profile of their class, and make reasonable adjustments for those for whom English is not their first language.

There is an indicator on the School Management Information System so that all teachers know the heritage language(s) of all pupils and who is receiving EAL lessons. This is updated by the Head of EAL as appropriate so that the information remains current and the Head of EAL liaises with teachers directly with advice on ways to support EAL pupils.

EAL pupils' baseline tests need to be understood in context and subjects that use setting usually seek to place EAL pupils in the highest reasonable set.

The Head of EAL circulates the following advice at the beginning of every academic year:

- It is helpful if they can sit next to a 'buddy' who does not share their first language, someone who is willing and able to help them in class and, ideally, in House as well.
- The more they can refer to written information and images, the easier it is for them. For example - handouts containing framework notes; clear instructions for prep; links to page references in texts; model answers (often the easiest way to help them see what is expected or where they went wrong); a list of key words to look up in advance.
- Pupils should be encouraged to record new words and their meaning in class and prep. Use of a translator in class is at the discretion of the teacher.
- Make sure that you as a teacher speak slowly and clearly, repeat key information, avoid too many idioms and ask questions to test comprehension rather than, 'Do you understand?'
- For the small number of pupils who have EAL lessons, do ask them to take work to their next EAL lesson to address common errors in written work. Teachers are welcome to contact me for support and advice.

### **Support for EAL Pupils in the Wider School Community**

The School prides itself on its diverse international community. EAL pupils will be placed in boarding houses where they will be with pupils from a range of other backgrounds, and at no time will the School create a preponderance of any one particular non-UK nationality or heritage language other than English in one boarding house.

As well as support from their HM and their Tutor, the pastoral team and in particular the Deputy Head Pastoral will also closely monitor their progress in a variety of ways.

There is also a pupil forum for overseas pupils, in which there are regular discussions about the nature and level of our EAL provision.

### **Reasonable Adjustments in Exams**

Access to bilingual translation dictionaries is only allowed in accordance with the current JCQ regulations.

### **Monitoring and Tracking**

If teachers have concerns about a pupil's ability to access the curriculum due to problems with using English, they should contact the Head of EAL.

The Sub-Warden Academic will ensure that progress of EAL pupils is tracked against the expected progress of their peers, both in internal assessment and progress checks (grade cards) and external exam performance.

The Sub-Warden will identify pupils who entered the School with a recognised need for EAL support when dealing with serious discipline cases.