



THE ORATORY
PREPARATORY SCHOOL

EAL Policy

September 2021

(Also known as EFL = English as a Foreign Language)

POLICY STATEMENT

- We aim to meet the needs of each individual and to ensure that every child has equal access to the opportunities available at this school.
- In order to be able to provide for equal access to the curriculum we make provision for the particular needs of the individual. Most of our pupils, arriving from a foreign country, have little or no English and need additional language support in order to be able to : - Access the curriculum in most or all subjects - Be able to develop socially and emotionally within the school - Interact with others, whether peers or members of staff

CATHOLIC ETHOS

The EAL Department supports the work of a Catholic school by:

- Treating each child individually and equally, showing fairness, and attempting to raise their self-esteem.
- Encouraging children to be kind to each other, not to make fun of wrong answers or of pupils who are having difficulties in understanding. They are told to listen to each other's answers, and on occasions are encouraged to collaborate on answers, to help each other, or to work together to produce a dialogue.
- Encouraging the children to appreciate the wonder of language in general and in particular a language different from their own. They should realise the importance of communication between people, especially people of different nationalities and how to make that communication clear and precise.
- Giving the children the opportunity to explore other pupils' culture and different way of life, both through references made in the course books or cross-references made in class. All this should develop a positive attitude towards people from countries other than their own.

MAIN AIMS

- To provide an enjoyable and stimulating language learning experience and include pupils of all levels of ability from various native backgrounds as well. Schemes of work are designed to be challenging and raise expectations.
- To develop the ability to use English effectively for purposes of practical communication both in the classroom but outside the classroom as well.

EAL Curriculum Policy

Updated: Head of EAL – September 2021

To be reviewed: Head of EAL – September 2022

- To establish the skills required for pupils to assess as wide a curriculum as possible.
- To develop a knowledge and understanding of and a positive attitude towards English speakers throughout the world.
- To promote awareness of multicultural and gender issues.
- To build learners' awareness of the language learning process and thereby facilitate the learning of other languages. EAL pupils are encouraged to attend French lessons as soon as they can.
- To promote a range of learning styles including collaborative work with peers and independent learning.
- To develop pupils' communication, creativity and thinking skills.
- To make a useful contribution to other areas of the curriculum.

MAIN OBJECTIVES

The Scheme of Work

Schemes of Work set out what pupils should be taught to ensure that they make progress:

- acquiring knowledge and understanding of the target language
- developing language skills
- developing language-learning skills
- developing cultural awareness

These aspects of Languages are developed through communicating in the target language in a range of contexts and for a variety of purposes.

Areas of Experience

- Various Areas of Experience are studied in combinations that vary according to the age and ability range of pupils. The Programme of study may cover the following:
 - A-Everyday activities
 - B-Personal and social life
 - C-The world around us
 - D-The world of work
 - E-The international world

Attainment Targets

The Programmes of Study incorporate to a varying degree the EAL Attainment Targets applicable for the teaching of MFL. Integration of skills is encouraged at all levels. Beginner, Intermediate,

Upper Intermediate, higher Intermediate and Advanced in all areas below.

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

Teaching Method

Pupils use a range of different materials to improve Reading, Writing, Speaking and Listening. The lessons are adapted to the children's individual needs. A variety of teaching techniques is used: whole class, group, pair and individual activities, textbooks, white board, Interactive White board, flashcards, ICT (word processing and online Language Lab), English books and magazines. Other learning processes include games, songs and role-plays. During Covid restrictions, EAL have Online lessons using google classroom.

Continuity and Progression

- EAL pupils can stay the full year in the department or join the English Curriculum Lessons if a high level of English is obtained.
- As pupils progress through the key stages, they should: improve their pronunciation, intonation and fluency; Increase the speed of their response and the depth of their understanding;
- Widen their range of grammatical structures and vocabulary to deal with different topics;
- Develop language skills and language-learning skills to deal with increasingly complex texts and tasks and unpredictable elements, and to produce increasingly complex and accurate language.
- Show increasing independence in language learning and use.

Differentiation

- Children are assessed at the beginning of the term and given different work according to their level of English.
- Progression through the Schemes of Work varies; some pupils may be working at a level below that indicated for a particular unit, while higher attaining pupils may exceed the highest level indicated.
- There is regular review of pupil progress and regular changes occur where appropriate.
- Differentiation takes place in all teaching groups and is of different kinds: by outcome, task, varied amount of support and different learning approaches. Teachers may vary contexts, resources, or teaching and learning styles to take account of the different learning needs of boys and girls.

- Teachers should cater for each pupil's preferred learning style and be aware of accelerated learning techniques. For each year group, The Scheme of Work will suggest different tasks appropriate for different levels as well as examples of differentiation in the work that can be expected from pupils.

- Pupils who process information and learning slowly, or who need more time to think through answers to questions
- Pupils with learning difficulties
- There is less emphasis on correct spelling and grammar;
- Extra coaching/oral practice sessions for EAL pupils when necessary
- Pupils with a physical disability, Teachers should provide appropriate support.

In the Schemes of Work, the core structures, grammar, vocabulary and assessment opportunities are clearly stated. These are normally taught to all pupils. Teachers will select and adapt exercises according to the needs of their group. Teaching will largely follow the sections of each unit in chronological order. Teachers' choice of activities taken from the course books Spark 2, 3 or 4. Total will be dependent upon such factors as ability level, time allocation, when the lesson takes place, pupils' motivation. What may prove a success for one class one day may need to be modified or even left out altogether for another class on another day.

Assessment Children are continually assessed throughout the term in every area of English. There is a range of assessment opportunities, including:

- Frequent vocabulary tests
- Written grammar tests
- Oral individual tests
- Written preps
- End of topic tests
- Oral role-plays, presentations,
- Q/A routines (especially for year 8 and year 7 pupils)
- Report cards
- End of year exams
- Modular assessments (twice a term)

Achievement is indicated by comments and marks. Work is marked constructively. Opportunities for assessing pupils' progress are built into the Programmes of Study. The learning objectives are pitched at an appropriate level for each pupil. The outcomes can be used to review progress and check whether pupils are ready to move on to the next activity or need more support or challenge. They also provide a framework for giving feedback to pupils.

Marking Work is marked in every lesson and also independent work is given in prep time.

- Marks can be given out of 20, depending on the complexity of the task.
- Correct presentation of work, as outlined in the Presentation Policy, forms part of the Marking procedure.
- As far as possible, comments should aim to motivate the pupils through praise and encouragement.
- At the end of a longer piece of written work (essay- type questions), comments should include:

- A list of areas in which the pupil lost marks. Individual targets can be set to advise the pupil on how to improve (E.g.: "Make sure that next time you know how to spell "Where" correctly.) These Comments and pieces of advice on how to improve are highly individualised. They focus on each child's areas of strength or weakness. Each point need to be studied carefully or revised in order to improve from one paper to the next. Marking long pieces of writing this way is time consuming, as the use of the target language makes composition challenging. It is hard to imagine the use of pre-written stickers at this higher level as comments are so personalized. However, looking at past papers, it is evident that this marking has enabled numerous pupils to improve the quality and accuracy of their written work tremendously.

- Those parts of the work in which the pupil has done well. - A mark out of 20. Year 8 pupils are also sometimes given a "breakdown" corresponding to general areas which are marked independently: spelling and punctuation, grammatical accuracy, range of vocabulary, appropriateness of the answers and clarity and presentation.

- The teacher should go through the comments with individual children whenever possible.
- Feedback to pupils: teacher selects common errors for whole class review.
- As pupils learn or revise from their exercise books, members of the Department must ensure that the content of these exercise books allow effective learning or revision to take place. Whenever a child misses a lesson (illness, authorised absence or session in the Learning Support department) his/ her book must be completed (either by the teacher, the assistant or another pupil in the group - someone who is quick at writing, and whose writing is accurate and legible.)
- Some pupils are expected to write longer pieces of work (essay type) in the target language. Pupils start writing a first draft in their exercise books. This is then corrected by the teacher. Although it is felt that correcting every single mistake can have a negative impact on pupils' confidence, it is imperative to correct basic spelling mistakes and grammatical inaccuracy. Pupils are then asked to re-write / type their work in a Word document, and often illustrate it.
- The use of stickers, ink stamps is highly encouraged, especially with younger learners,

to reward pupils for progress, effort and good standards of work. When a piece of work or a test is particularly good, pupils can be given "points".

- Pupils are also encouraged to mark their own work or their peers' work in class. This self-assessment does encourage pupils to be critical of their own performance. They become more aware, for instance, of the importance of a clear, neat presentation and legible handwriting.

Cross-curricular Link All teachers communicate with the EAL department. If a child is struggling in another subject, they may seek assistance and extra help from the EAL department.

- EAL has links with all other subjects. Pupils learn about the History, Geography, Culture and Religions of United Kingdom, and Maths, Drama and ICT are regularly used in lessons. Key skills are developed such as communication, application of number, working with others, improving own learning and performance, problem solving and thinking skills.
- A visit to Windsor Castle contributes towards pupils' knowledge of Geography, History and Art.

PRINCIPLES AND GUIDELINES

Use of the target language

Extensive use and understanding of the TL in the classroom appears to be an important motivating factor, particularly amongst less able pupils. The more pupils are rehearsed in whatever it is that they are expected to say the more they will tend to say it.

Presentation Pupils must be encouraged to make their presentation of work as neat and tidy as possible at all times. All classwork and prep must have a heading and date and be underlined. Work will be ruled off when completed. Space must be used sensibly and not wasted and a new page not started unless essential or required by the teacher.

Dictionary Skills

It is essential that pupils have good dictionary skills so that they can carry out their own research successfully during their schooling.

Independent learning

The report from the ISI Inspection of September 2000 noted in its Main Findings that "insufficient emphasis is given to Independent Learning, and more opportunities should be created for practical work, investigations and problem solving".

Independent Learning is to be encouraged at all times. There are opportunities in:

- Open-ended tasks, pair work, role play, individual presentations, free writing,

composition;

- Reading for pleasure, use of dictionaries;
- Use of ICT/Google Powerpoint to make posters, etc.;
- Use of grammar books, revision guides, etc.
- Investigation can be carried through games when pupils "physically" make a sentence / an irregular verb in its full form using cards like building blocks.

Opportunities are created for pupils to investigate English culture, idioms and language using different media : online research, reading articles from newspapers or magazines, watching "castpods", all using the target language.

The Department hopes that as most EAL pupils are boarders, they will develop Independent English learning by watching films in the boarding house, interacting with English students around the school, listening to the radio or watching TV in the target language.

Reading

Reading in English is an important part of teaching and learning in the department. A love of reading, as well as being an end in itself, is linked to this objective and pupils are encouraged to read with teacher guidance and independently from a range of sources, including class reading books, magazines and the Internet. EAL pupils have a wonderful opportunity to develop their love of reading English stories thanks to the school library. Pupils are encouraged to borrow books from the library. Independent Reading could also be set as prep.

EAL Department Development Plan

The EAL department would like to expand in size and have individual classes with a maximum of 10 equal level pupils in each lesson.

Short Term: To Engage with other schools in the Belleview Group to collaborate and share good teaching practices and resources.

Medium Term: To Ask for more support when there are too many different levels in one lesson in the Summer Term. Mrs Victoria Fogg at the OS may be able to offer assistance and offer Upper Sixth to help the OPS when their exams have finished.

Long Term: To have Larger classes with the same abilities in each lesson or a teaching assistant to help when there are more than 3 different levels in each lesson.

Budget:

The EAL department uses its budget for online resources and subscriptions (ESLibrary.co.uk, Literacy Planet). The Week Junior or another online newspaper will be delivered every week to help with current affairs and speaking practice for interviews.

New books and resources are ordered annually to keep up to date with current teaching strategies and updates.

EAL Department Development review

The Department development review document is written every year during the Summer holiday. It highlights the strengths and the areas to be developed within the department. It is an important document that greatly helps the department move to: - More efficiency in terms of results, strategies and standards in teaching. - consolidating the support, development and existing work done to support the children.

Use of ICT

ICT is used in a variety of ways in EAL lessons.

- Smart TVs using Chromebooks share Spark books and other online resources
- Pupil presentations on word and PowerPoint can be cast on to TVs
- Newsround audio information every week can be cast on TVs
- Listening exams from Cambridge are available online and shared

RESOURCES

Text books

- Spark books 1-4 with online resources
- Oxford Word Skills Basic, Intermediate and Advanced books
- Superstar 2-4 books and online resources

IMPLEMENTATION

- The school employs a specialist teacher to assess and to teach pupils who need additional English Language teaching.
- All foreign pupils are assessed by the EAL teacher soon after they arrive with us. This can be at any time during the year, but most commonly it is in September and June. These pupils are often with us for one term, a whole year or sometimes for longer. Those who come for one term frequently return to us for a whole year later in their education.
- Pupils in EYFS or KS1 who speak English as a second language will be guided by the EAL teacher and their needs will be added to an INP or their EYFS profile for monitoring progress and development.

- Where necessary, pupils are withdrawn from certain classes to receive lessons in a dedicated EAL room within the classroom block. Care is taken with drawing up the timetable in determining which lessons are affected. The pupils are grouped according to age and ability.
- Some pupils with more acute needs are given additional support by the EAL teacher up to a maximum of perhaps 8 hours per week as individually appropriate to the needs of the child – indeed though there is sometimes the need for more time than this in the induction phase on an EAL pupil's first arrival at the school
- Not all foreign pupils are withdrawn for EAL classes if after assessment it is decided that he/she can operate successfully with his/her classmates within the normal timetable.
- For those pupils who are with us for a whole year or more, subject teachers will normally set examinations for them in June. Attention is given to the ability of such pupils in the design of the paper (perhaps with simplified instructions) or in setting a different paper allowing the EAL pupil to show what they have learnt. The EAL teacher can support the exam process in some instances or teach EAL pupils for whom the examination process is inappropriate.
- The EAL teacher will liaise with tutors and teachers and can have an important input in the pastoral and educational welfare of his/her pupils.
- In order to monitor their progress pupils are assessed when they arrive and at the end of the year as well as on regular occasions throughout their time with us. Initially the EAL pupil's needs in grammar and comprehension of written and spoken English drive the EAL programme. Later on the EAL teacher supports the pupil in accessing the normal curriculum in other subjects, for example English, History, Geography and Science, or wherever the need arises.
- During their time at the OPS some of the Spanish EAL Pupils have been assisted in progressing through the Cambridge First Certificate in English (FCE) on which they have then been examined and have passed successfully on their return to Spain.