



St Joseph's College

English as an Additional Language (EAL) Policy

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*To inspire the minds of all generations through education, with fearless faith.
As a united community we demonstrate our Lasallian values of faith, service, and respect.*

Mission Statement

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Mission Statement***

Introduction

This EAL policy has been created in alignment with the core values of St. Joseph's College as a Catholic school, reflecting on our mission statement to uphold the belief that everyone is of equal worth and value. Our community is founded on principles of respect and dignity, guided by our mission statement, and enriched by its Catholic identity. Every member of our school community, irrespective of their linguistic and worldly background, deserves to be treated with reverence and respect.

1. Aim

St. Joseph's College is firmly committed to delivering high-quality educational support for students for whom English is an additional language. We aspire to enhance the achievement of minority ethnic students who may be at risk of underachievement due to their level of English proficiency.

Our commitment is to recognize and meet the unique needs of individual EAL students, recognizing the skills they bring to our school, and ensuring equal access to the curriculum, regardless of their level of English fluency.

St. Joseph's College is dedicated to ensuring that all EAL students can:

- *Use English confidently and competently inside and outside of school.*
- *Reach a baseline level of upper-intermediate proficiency (CEFR B2) by means of a specialised EAL curriculum, assessments, and revision.*
- *Have access to language GCSE/A-level examinations dependant on their year group and proficiency of home language.*
- *Employ English as a means of learning across the mainstream curriculum and accessing it successfully.*
- *Utilize their knowledge of other languages to enrich the broader school community.*

2. Content

The student body at St. Joseph's College represents a rich tapestry of diversity and cultural differences wherein 409 of our students speak a total of 53 different languages. The multitude of different cultures within SJC holds great importance to our understanding and recognition of those cultures as a part of a multinational institution. In context, and as of now, the most dominant of these languages are:

Language	Percentage
Akan/Twi-Fante	16.44%
Arabic	8.22%
Polish	5.74%
Spanish	5.74%
Bengali	6.19%

Urdu	6.19%
Portuguese	3.28%
Pashto/Pakhto	4.92%
Malayalam	2.46%

Approximately 57.6% of our student body have a first language other than English establishing the importance of our EAL program and its implementation.

Mr. Alex Barnett serves as the school's EAL Coordinator.

3. Principles

At St. Joseph's College, we are guided by the following core principles for Additional Language acquisition:

- *All students are entitled to access a broad and balanced curriculum.*
- *Language is most effectively developed when used in purposeful contexts across the curriculum.*
- *Effective language development is critical to the learning and teaching of every subject.*
- *We acknowledge and address the language demands of learning tasks.*
- *Teachers play a pivotal role in modelling correct and appropriate language usage.*
- *Additional support time is an integral part of curriculum and lesson planning.*
- *We make a clear distinction between EAL and Special Educational Needs.*
- *We recognize the importance of students' home languages and aim to build on their existing knowledge and skills.*
- *All languages, dialects, accents, and cultures are equally valued.*

4. Planning and Differentiation

Our lesson plans are designed to provide differentiated opportunities tailored to the individual needs of EAL students. Collaborative planning with the EAL coordinator is undertaken as required to address the specific needs of students dependant on their designated EAL status.

Key language features necessary for EAL students to effectively participate in lessons and enhance their achievement are identified by subject teachers in collaboration with the EAL coordinator. These may encompass key vocabulary, specific grammar patterns, language usage, or forms of text.

Our dedicated staff employs a range of supportive strategies to ensure curriculum access for all students, including EAL learners.

Differentiation is in accordance with the CEFR levels of English proficiency:

Proficiency level	Range
A1 (Beginner):	A1 - A1.5 Early Growth
A2 (Elementary):	A2 - A2.5 Advancing
B1 (Intermediate):	B1 - B1.5 Early Growth
B2 (Upper-Intermediate):	B2 - B2.5 Advancing
C1 (Advanced):	C1 - C1.5 Early Growth
C2 (Proficient):	C2 - C2.5 Advancing

A designated EAL intervention plan for each CEFR level focuses primarily on reading, writing, listening, and speaking differentiation, with each category subjected to an extensive list of strategies that can be utilised in accordance primarily with the needs of the EAL student.

5. Strategies

Included but not limited to:

- *Collaborative group work through T.A. assistance and 'Bilingual buddies'.*
- *Enhanced opportunities for speaking, listening, reading, and writing.*
- *Additional verbal support, such as repetition, alternative phrasing, and peer support.*
- *Additional visual support, including posters, objects, non-verbal cues, pictures, demonstrations, and gestures.*
- *Bilingual resources, including dictionaries, online support, bilingual staff and students, texts, and key word lists.*
- *Writing frames and directed activities related to texts through correctly implemented sentence structures.*
- *Opportunities for role play and real-life situations.*
- *Regular feedback from support and mainstream staff through a referral system.*
- *Opportunities to focus on the cultural knowledge explicit or implicit in texts.*
- *Learning progression from concrete to abstract as language development allows.*
- *Additional support for language development is provided outside the formal curriculum, including assemblies, school clubs, and homework clubs.*

6. Planning, Monitoring and Evaluation

St. Joseph's College sets appropriate and challenging targets for EAL students, which are reviewed regularly and shared with parents, carers, and mainstream subject teachers. Our school analyses mainstream subject student data to evaluate the effectiveness of additional support. This data is cross referenced with CEFR indicators and EAL proficiency progress data to determine intervention.

Planning:

Initially once a student is assessed as being an EAL student and their proficiency level is known to be below the CEFR B2 level (upper-intermediate) support is given through individual or group sessions on a weekly basis. These sessions adhere to an EAL curriculum developed by the college to increase proficiency levels to a national standard of understanding so that access to the mainstream curriculum can occur.

This course of action is designated by the year groups that the student belongs to as well as their overall proficiency level. Year 7 -9 work primarily with an EAL curriculum while Year 10 – Sixth Form have a mixed curriculum of EAL and GCSE/A-level focused sessions. Once sessions commence and the study targets for the EAL curriculum or GCSE/A-level focused sessions are met, assessments of the knowledge gained are given and reviewed. Wherein a secondary curriculum is focused on revising discrepancies or problematic areas necessary to increase English proficiency to a B2 level.

This also encompasses the acquisition of GCSE/A-level qualifications.

Monitoring:

EAL students are monitored and observed in their mainstream classes by TA's, mainstream teachers and the EAL coordinator and periodic feedback forms are obtained as well as referral forms on a term basis of any student with an EAL status. Any problematic areas that arise from monitoring and/or observations are dealt through communication and collaboration with the EAL coordinator and the mainstream teachers to decide the correct intervention plan necessary to promote comprehension in lessons.

Evaluation:

Monitoring and observations obtained provide the necessary feedback to set new study targets, adhere new strategies or intervention plans and provide progress of the student's individual abilities. Communication and collaboration with mainstream teachers and TA's is vital to the support of EAL students at SJC.

7. Special Educational Needs and Gifted and Talented Students

We acknowledge that students for whom English is an additional language do not necessarily have special educational needs or disabilities (SEND). However, should SEND needs be identified during assessment, EAL students will also have equal access to the school's SEND provision.

We recognize the potential for EAL students to be gifted or talented, even if they are not fully fluent in English. In such cases, provision is made for them through our school's SEN program.

8. Assessment and Record Keeping

St. Joseph's College ensures that all EAL students have access to all mainstream assessments, making full use of special arrangements where appropriate, wherein access arrangements primarily with bilingual dictionaries and extra time can be arranged. These arrangements are made by all teachers through communication with the EAL coordinator or awareness of students individual EAL statuses gained from the EAL register. Records are kept on the progress of EAL students within their mainstream subjects as a comparison with their EAL progress in order to determine intervention.

EAL Assessments:

Online or in-class EAL Assessments are given to all Year 7 students being admitted into SJC during their first term covering reading, writing, speaking, and listening abilities no matter if their first language is English to determine EAL status and necessary intervention.

New EAL arrivals or those students designated as immigrants, asylum seekers or refugees where background information is obtained either from previous schools or through initial meetings and interviews to determine EAL status are assessed in the aforementioned way.

Specialised EAL assessments are also given in accordance with meeting certain study targets through the EAL curriculum. Once a set of study targets are met within the designation of; communication, vocabulary, and grammar the EAL student will be assessed on each category.

Successful applicants will progress to the next level of English Proficiency with a new set of study targets leading up to the B2 (upper-intermediate) level. Students that do not score above a 75% will undergo EAL revision sessions to obtain the next level of proficiency successfully.

Once a B2 (upper-intermediate) level of proficiency is obtained students are placed fully into their mainstream classes with monitoring and observations being conducted on a term basis to determine any intervention necessary.

Record keeping:

A record of all EAL student's statuses or CEFR level of proficiency is kept at the start of year 7 following a mandatory EAL assessment. Any new arrivals EAL status are also kept at the start of admission. Each corresponding year the student's levels are assessed if they are returning EAL students or if referred by HOY's, HOD's, mainstream teachers or T.A.'s.

Students having EAL sessions due to their level of proficiency (CEFR A1-B2) will have a record kept on their progression within the EAL curriculum as well as their mainstream subjects where the English language is dominant: English, Maths, Science, RE and Humanities.

Comparisons are made in retrospect to their EAL level progression and their progression within the subjects to determine any intervention necessary.

9. Resources

In our classrooms and specifically the EAL department, we utilize a range of resources to support linguistic development including but not limited to:

- *Visual, Audio and Tactile Aids*
- *Differentiated Worksheets*
- *Language Learning Apps*
- *Cultural Resources*
- *Online Language Learning Software*
- *Language Exchange Partners*
- *Language-Specific Content*
- *EAL/EFL/ESL Websites*
- *Educational YouTube Channels*
- *Key Vocabulary Lists*
- *Bilingual Dictionaries*
- *Translated Lessons, PPTs and Documents*

Our EAL assessment materials incorporate images and texts suitable for all students. Our dedicated EAL curriculum offers a plethora of documentation necessary for proficiency growth, and our improved EAL/GCSE focused sessions access the national curriculum through adaptive EAL learning materials.

10. Parents/ Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment, and support of new arrival students and their families/carers, considering their linguistic, cultural, and religious backgrounds when planning the curriculum and developing home-school links.

We strive to ensure that our written and spoken communication with families and the community is effective using plain English, translators, and interpreters. We actively work with members of the wider community to support our EAL students.

11. Access to Community Language Examinations

Where appropriate, the school provides opportunities for EAL students who are fully literate in their home language to take a GCSE/A-level examination in that language. The EAL Coordinator will contact parents to discuss this on an individual basis as well as provide the pupil in question with all the appropriate support and resources available including:

- *Current Language GCSE/A-Level Specifications*
- *Past Language GCSE/A-level papers (reading, writing, speaking, and listening)*
- *Past Audio files and any other online resources necessary for the examination*
- *Intervention plans to assist in building confidence and preparedness for the examination specifically its process, content, and timing.*
- *Communication with parents and carers to share resources and answer inquiries.*

It is of vital importance that SJC acknowledge, offer, and assist in qualifying a student in their home language as well as notifying them of this opportunity in a timely fashion so as all intervention means can be utilised before deciding to take the exam.

12. Staff Development and Training

An ongoing program of training and support is in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for EAL students within everyday teaching. We have a dedicated team of staff with more specialized skills to support and deliver interventions for students who are in the early stages of learning English. This development is adhered to many different approaches including:

- *Inclusive Training*
- *Differentiation and Scaffolding Skills*
- *Understanding Language Acquisition*
- *Cultural Competency*
- *Collaborative Planning*
- *Specialized Support*
- *Induction for New Staff*
- *Data-Driven Improvements*
- *Feedback and Referrals*
- *Cultivate a Supportive Culture*
- *Incorporate Multilingual Approaches*

13. Handling Complaints

Parents, carers, and students are encouraged to share any concerns they have about EAL intervention or the EAL curriculum at the earliest possible opportunity. In the first instance, they should speak to the class teacher or form tutor. If necessary, further discussions with the EAL Coordinator, Head of Year,

or other key staff can be arranged. If they feel that initial attempts to address concerns have been unsuccessful, they may escalate their issues to the Director of Inclusion: **Ms. Henshaw**.

This policy is reviewed every **two years**.

Next Review: **Autumn 1st half-term 2024**