



Portsmouth
High School

G D S T
GIRLS' DAY SCHOOL TRUST

English as an Additional Language Policy

Pre-School, Prep, Senior and Sixth Form

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Part of the Girls' Day School Trust family of schools

English as an Additional Language Policy

School Context

Portsmouth High School is a mainstream independent school for girls aged between 2 and 18 years old. We have a broad intake from the local and surrounding areas and our intake reflects the multicultural nature of the area. Most of our students can communicate proficiently in English both socially and academically, however some of our students come from homes where more than one language is spoken.

We also have a small group of international students from China. Most of our students can communicate proficiently in English and their academic language is developing.

Principles of learning support

This policy document should be read alongside our Learning Difficulties and Disabilities Policy.

Aims of the policy

The aims of this EAL policy are:

- To define the school's objectives regarding EAL and how these will be met;
- To define the overall organisation and management of EAL provision in the school;
- To define the nature and level of school support for EAL.

The School's EAL objectives

- EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in co-curricular activities;
- The views of the pupil are sought and taken into account;
- Parents/guardians are encouraged to play a role in the pupil's education;
- Appropriate resources are available and are used in the school;
- EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated.

Roles and Responsibilities for Management of Provision

Jo Lennon-Bell is the EAL Coordinator for the whole school. She will manage the overall provision and management of students with EAL but it must be recognised that in order to ensure equal

provision all staff play a crucial role in providing a suitable learning environment and related learning materials/practices. Kelly Feng is our International Student Liaison and she meets with the students on a daily basis. Kelly also liaises with DH (Academic) on a weekly basis and ICON, DH (Academic) and Kelly meet at least half termly to discuss needs of Chinese girls, including language needs. Mrs Dack, trained EAL teacher, works with Chinese girls on a weekly basis.

Admissions

Students with EAL sit the same Entrance Examinations as other students but they are allowed extra time and use of a bilingual dictionary if this is judged as necessary. This decision is made by the EAL Coordinator with reference to information provided by a student's previous educational setting and assessment evidence provided by such establishments.

Identification and Assessment of EAL

On entrance to the school all students will complete a series of screening assessments to ascertain individual learning needs. In relation to EAL provision information may be gathered from a range of sources including:

- Information from the registrar;
- Information from the application form;
- Information from entrance papers;
- Information from the previous school or parents/guardians;
- A group or whole school language audit.

Students are monitored by using a range of methods in order to find out the nature and the extent of each individual student's needs. Assessment tools used may include:

- An analysis of entrance papers;
- Formal assessment in reading, writing, speaking and listening;
- Work sampling;
- Teachers' comments and observations;
- MidYIS, nonverbal reasoning tests, Early Years Observation and Foundation Stage profiles, e-PIPS, QCA Assessments at the end of each academic year etc.;
- Input from pupils;
- Input from parents where possible.

This information may be used in the following way.

Pupils may be assigned a level of competence (1- 4, 1 being a beginner in English and 4 being competent in English)see EAL Guidance for suggested levels) and entered on the EAL register (the EAL register should be separate from other registers, e.g. the SEN register) for staff reference; The information may be used to assess the most appropriate provision for a particular pupil.

The school recognises that most EAL pupils needing support with their English do not necessarily have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

Recording, monitoring and reporting

Records are kept on the EAL register – This includes: language spoken, competence as measured by trust Guidelines.

Information is kept on the school database.

SLT and teachers are made aware of individuals on register as necessary.

Provision

Classroom provision:

- Strategies for differentiation;
- Teaching approaches which promote language development;
- Departmental support – subject specific vocabulary lists where appropriate

Additional specific provision:

- Mentor assigned to student as necessary
- External examinations in first language;
- Links with other schools/exam centres;
- Access arrangements.

Pastoral provision:

- Integration of EAL pupils within school - buddies (older/same language; lesson buddies);
- Contact with parents/guardians.

Promotion of bilingualism:

- Use of display;
- School assemblies, calendar events etc.
- Multicultural issues in schemes of work.

Staff support and training

As a member of the GDST training and meetings are provided for all schools at the GDST Head Office. This information is filtered down to school staff as necessary.

Success Criteria

The aims and objectives of the policy will form the basis for the evaluation process. In addition, specific targets might be identified, against which success may be measured.

Some possible evaluation tools include:

- EAL pupils' levels of attainment in formal school assessments/external tests;

- Pupils' levels of attainment in EAL assessment over time/progress demonstrated by work scrutiny;
- Progress and outcomes of target setting over time;
- Pupils' reports;
- Informal assessment by EALCO/teaching and pastoral staff, e.g. of participation in class, integration into school life etc.

Publication and Review

This document will be reviewed on an annual basis

A whole school approach to EAL implies the review of established procedures and policies and the EAL policy may cross refer to other documentation such as:

- Learning Difficulties and Disabilities policy;
- Equal opportunities policy;
- Homework policy;
- Partnership with parents policy;
- Anti-bullying policy.

Date: May 2017

Review Date: 2018

Reviewed by: Head of Learning Support (Deputy Head (Academic))

Location:

- **Website**