

English as an Additional Language (EAL) Policy

Berkhamsted Prep and Pre-Prep

Berkhamsted Senior Schools & Sixth

Heatherton

Berkhamsted Day Nursery Ltd.

Revision and Terminology: Please refer to the School's Policies Policy.

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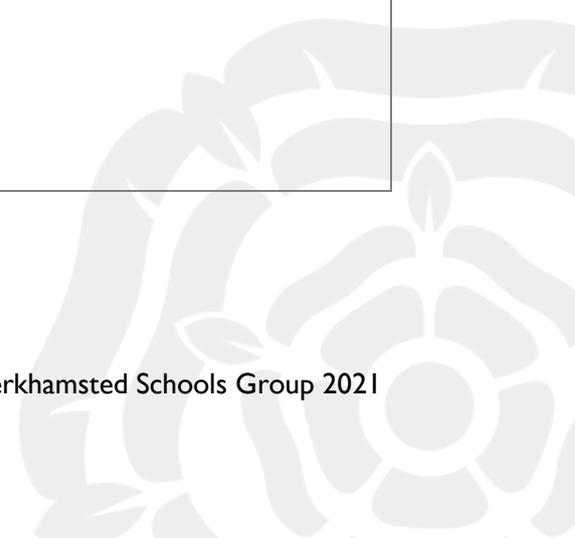


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1 Scope of this policy

- 1.1 This policy addresses the Berkhamsted Schools Group's regulatory obligations in relation to Provision of Information detailed in paragraphs 32 (1)(b) and 32 (3)(b) of Part 6 of the Independent School Standards (set out in the schedule to the Education (Independent School Standards) Regulations 2014 as amended).

2 Definition of EAL

- 2.1 The Department of Education's definition for EAL is used for identification of EAL learners: "A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English"
- 2.2 Additionally, for a child to be considered to have EAL needs at Berkhamsted, the child would have regular and significant exposure to a language other than English whilst growing up. This would not include a language that is being learnt as a foreign language in school.

3 Introduction

- 3.1 EAL provision at Berkhamsted is responsive to pupil needs and aims to take into account the range of educational backgrounds of our pupils and their differing levels and abilities.
- 3.2 The overwhelming majority of the pupils in the School are native or near-native speakers of English.
- 3.3 Relevant pupils are identified as EAL learners at the point of admission. Few pupils at Berkhamsted require significant additional English language support.
- 3.4 Students whose first language is not English join the school each year – appropriate arrangements are made to enable them to make progress. Similarly, the school admits pupils who have come from environments where English is not commonly spoken and have more EAL needs. Some have specific transition issues as they attain proficiency.
- 3.5 The School has some pupils who are familiar with languages other than English. This

covers a wide spectrum – from pupils who may have some exposure to another language to those who are fully bilingual. For this reason, we treat the category of EAL flexibly and judge the need for appropriate provision on a case-by-case basis in developing the spoken and written English of these pupils.

- 3.6 All public examinations are taken in English with the exception of Classical or Modern Language examinations.

4 During the Admissions Process

4.1 General

4.1.1 If there is a possibility that a pupil has EAL needs, this is taken into account during the assessment procedures. The School gathers information about whether a student has English as an Additional Language in references and from the initial Registration Form. Where appropriate, the Admissions Office notifies the Head of Learning Support.

4.2 Pre-Prep

4.2.1 Entry to the Pre-Prep is based on observational assessment for Nursery and Reception entry, with formal assessments for entry to Key Stage One. An offer of a place at the Pre-Prep is based on personal, social and emotional development alongside English and maths.

4.3 Prep

4.3.1 The school's entrance assessments and examinations assess pupils' maths and English and pupils' personal, social, and emotional development.

4.4 Senior

4.4.1 The school's entrance assessments and examinations mean that almost all pupils are entirely fluent in English or have a high level of proficiency that will enable them to access the curriculum.

4.4.2 As part of the interview assessment for entry, the interviewer will note any candidates whose language indicates a level below upper intermediate and inform the

Headteacher.

4.4.3 Attainment in English or English Literature is comparable with all other externally examined subjects and the English Department's results match or surpass those of other leading schools. On those rare occasions where specific EAL support is deemed desirable for an individual pupil, the support is overseen by the Head of Learning Support.

4.5 Sixth

4.5.1 Students who do not require a visa to study at Berkhamsted and who take GCSE examinations usually must achieve at least a grade 4 in English Language (as a first language) to gain entry to the Sixth Form.

4.5.2 A number of international students whose first language is not English join the Sixth. They all take an entrance test in English (as well as other subjects that they wish to study at A Level) and have an interview in English to ascertain that they have a level of proficiency in English that will enable them to access the curriculum.

5 Provision and Practice

- 5.1 All teachers structure lessons so as to achieve the learning objectives for that lesson, rather than structure the lesson around tasks and materials graded according to linguistic difficulty.
- 5.2 On the rare occasions that separate provision is considered necessary, the School (through the Heads of Boarding for boarders or Heads of House for day pupils) will liaise with parents to ensure that a bespoke programme is put in place that meets the pupil's individual needs. The nature of the response will depend upon the pupil's need and will be decided upon a case-by-case basis.
- 5.3 It is understood that it is the responsibility of all teachers to play an active role in supporting and enabling pupils to develop and improve their written and spoken English.
- 5.4 All subject teachers are made aware of a pupil's individual needs and have a role to play in monitoring their progress and reporting any concerns to the Head of Learning Support. Up to the end of Year 11, pupils' English teachers will monitor the progress

of pupils with residual EAL issues to ensure that they are making progress in any specific areas of weakness.

- 5.5 If there is ever a student whose proficiency in English prevents him/her from learning and making progress, an individual education plan will be created by the Head of Learning Support and shared with that pupil's teachers.
- 5.6 For international students joining Berkhamsted Sixth, the school provides supplementary lessons for English as an Additional Language for these students until they have achieved a grade of 7.0 or better on the IELTS examination. These lessons are provided by a specialist teacher and are overseen by the Head of Learning Support.

6 EAL Support

- 6.1 The School generally supports pupils with EAL through the normal curriculum by teachers making reasonable adjustments to their teaching and through the use of differentiation, for example, this may include:
- enhanced opportunities for speaking and listening;
 - effective models of spoken and written language;
 - a recognition of the first or home language in the development of English (for example the absence of a definite tense structure in Mandarin)
 - lists of technical, subject-specific vocabulary.
- 6.2 Additional EAL support is available, in principle, to all pupils whose first language is not English, and where appropriate.
- 6.3 EAL support is instigated by the Learning Support Department and support is provided by teachers and TAs.
- 6.4 The principal aim of this support is to give all students, who have a recognised EAL need, the ability with language and the confidence to deal with all of their studies, extra-

curricular activities and social interactions while they are at Berkhamsted School and beyond.

- 6.5 The support aims to help pupils communicate effectively – both orally and in writing – in a language which is not their first language.

7 Tracking of EAL students

- 7.1 The progress of EAL pupils is tracked further to reporting cycles and examination results. Any relevant data is shared with the Head of Learning Support to inform interventions and/or support.

8 Communication with parents / guardians

- 8.1 Where parents do not speak English, they must provide the school with details of a third party through whom communication can take place. This may be via relatives or guardians whose English is proficient. The school welcomes such a representative at Learning Consultations (Parents' Evenings).
- 8.2 Parents or Guardians have a responsibility to inform the school of a child's EAL needs so that the school is able to provide appropriate support.