



Oporto British School

Established 1894

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Preamble

English as an Additional Language (EAL) is instrumental in helping Oporto British School to provide equal opportunities for pupils to learn and gain equal access to materials in English, thus ensuring academic success. This policy outlines the procedures at OBS for developing English language proficiency in pupils for whom English is not the home/ first language. The principal aims of the EAL programme are to meet the needs of all EAL learners as they progress through the key learning stages of the school and to foster thinking about EAL development across the curriculum in the OBS context.

Specific aims of the EAL Programme

- To build pupils' self-confidence in using English for academic and social purposes;
- To develop linguistic competence to ensure that EAL pupils can achieve the best possible level of academic achievement;
- To nurture positive attitudes towards awareness of multiculturalism through EAL learning;
- To enhance thinking skills across the curriculum through the English language medium.

English as an Additional Language Acquisition Assumptions

- English language acquisition is a long-term process whose successful foundations are mainly established in the early years of primary education. Therefore, there is a particular need for EAL-informed teaching in these formative years. In certain circumstances, however, EAL support *may* be necessary throughout a pupil's entire school life.
- There are many factors which can impact on the rate at which a pupil acquires English:

Age

Personality

Motivation

Prior EAL learning experiences

Linguistic distance of home language from English

Extra-curricular opportunities to communicate in English

Amount and quality of EAL support

Admission process

In order to determine a pupil's need for support from the EAL programme, his/her English language ability is evaluated during the admission process as outlined below:

1. Interviews conducted by the Head of Learning Support and Head of Section.
2. Assessment of literacy level obtained from writing samples, spelling tasks and reading comprehensions. (In addition to current testing, Literacy and Numeracy, it is proposed that a standardised placement test concentrating solely on EAL communicative competence be administered)



Oporto British School

Established 1894

3. Records/Reports from pupil's previous school.
4. Compiling a sociolinguistic profile (English proficiency, educational and cultural background, family history, home language/s).
5. Head of Learning Support reports back to Head of Section with recommendations for EAL support.

Information gathered during the admission process will guide EAL support teachers on the type of EAL programme that can be offered to help pupils meet the challenges of a curriculum delivered in English. For those students who have been identified as requiring the equivalent of 8 weekly intensive sessions, parents will be charged an additional 15% and be withdrawn from selected lessons for specific small group or 1-1 support for one year. These students will follow the Cambridge Global English Programme. In addition, targeted students will receive in-class support from one of our specialist EAL teachers along with advising on strategies for the classroom teacher

EAL Support Teacher's Role

After consultation with the mainstream class teacher, Learning Support Coordinator and parents, EAL pupils are supported in one (or a combination) of the following modes for a period deemed appropriate for supporting English language development.

1. In-class: EAL support teacher works with individuals/small groups to accomplish tasks set in a lesson.
2. Withdrawal: individuals/small groups complete tasks similar to those in mainstream class but adapted to the linguistic level of the pupil.
3. Withdrawal: individuals/small groups given English language lessons using EAL pedagogy.
4. In specific situations, temporary withdrawal: blocks of intensive EAL support aimed at accelerating acquisition for individuals/small groups.

In addition to these EAL support interventions, specialist EAL support teachers can contribute to English language development in other ways such as:

- Advising and supporting class teachers in selecting and adapting resources to address the needs of EAL pupils;
- Informing teachers about second language learning theories and methodology; (INSET and on a one-to-one basis)
- Informing parents/caregivers on ways to enrich their child's English language learning outside the OBS environment.

Strategies for developing EAL proficiency

- Providing opportunities for pupils to practise authentic language in a variety of contexts so as to gain insights into how English operates as a linguistic system;
- A balanced focus on receptive (reading, listening, viewing) and productive (speaking, writing) skills in English;



Oporto British School

Established 1894

- Exposing pupils to a level of language that is comprehensible but higher than the level of language that a pupil can produce (Vygotsky's Zone of Proximal Development);
- Providing opportunities for pupils to draw on their knowledge of their home language to talk about and reflect on their English language learning;
- Collaborating with teachers of languages other than English (LOTE) to focus on linguistic features that could be explored in common during joint language projects.
- Integrating ICT with EAL learning.

Monitoring and Evaluation

The progress of EAL pupils in the programme is monitored through discussions held on a weekly basis with the Learning Support Coordinator and feedback on a half-termly basis with class teachers. There is also a referral system for class teachers in both Primary and Secondary Sections to request support for pupils who are experiencing delays/difficulties in their English language development. Other monitoring and evaluation tools include:

- Formative and summative evaluation, including Cambridge Primary and Secondary EAL progress tests;
- Availability of records on Staff-shared
- Feedback from class teachers on EAL pupils' performance in homework tasks and tests;
- Use of individualised, graded reading schemes which incorporate wide-ranging English language skills;
- Term reviews with EAL pupils on targets set in their personalised learning plans.
- Consultation with the school's Educational Psychologist in the case of socio-emotional issues impeding EAL development (the Affective Barrier).

Review

In the first instance, the Head of Learning Support will be responsible for the monitoring and review of this Policy every 3 years, in consultation with the Heads of Section, who will then make a recommendation to the Headmaster.

Drafted May 2011

Reviewed April 2012/ January 2016