

Godstowe

EAL Policy

Reviewed
September
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1. EAL POLICY

a. Aims and Objectives

"The EAL Department helps facilitate the learning of English as an Additional Language. The aims are to develop speaking, listening, reading and writing skills along with grammar. We aim to ensure that each pupil is able to access the whole curriculum to the best of their abilities.

Pupils should:

- enjoy EAL lessons
- be able to actively develop English skills within the appropriate EAL level.
- be more able to understand and involve themselves in academic classes.
- be confident with a grasp of English suitable for daily boarding life and academic study.

Our aim is to ensure that all our pupils should be confident in English, but also be able to

- communicate socially
- communicate within a boarding environment
- communicate and understand academic subjects
- communicate in the real world outside school life.

This will be achieved by:

- using a variety of different EAL teaching approaches and classroom activities.
- sharing lesson objectives with the class and making expectations clear.
- starting lessons with a short review.
- ensuring that prep is supportive and useful to the learning process.
- measuring and monitoring progress in EAL tests and assessments.
- keeping abreast of current/new thinking on EAL and attending relevant INSET.
- rewarding success through the school rewards system.
- sharing best practice amongst staff.
- ensuring all pupils achieve their full potential at the Cambridge University ESOL exams, such as B2 First for Schools exam.

Curriculum – An Overview

The Taught Curriculum

Typically, EAL classes are independent of mainstream classes and use their own material.

They include the following:

- We support the pupils with English required by the national curriculum in the appropriate year group with reference to the National Curriculum or Common Entrance syllabuses.
- word power building at different levels .
- Learning objectives.
- framework reference.
- suggested language and communicative games.
- real world teaching topics such as work, travel, health, leisure, education, environment,
- EAL resources used globally with children, teenagers and young adults.
- extensive use of computer interactive material requiring; listening, speaking, reading, writing and word power skills.
- support and extension resources include additional workbook and activity material.
- assessments based upon class work books content and general proficiency exams set at different EAL levels.

Scholarship

Some Year 8 pupils take Art, Music and Academic Scholarships. We might help the pupils prepare for interviews if the need arises. The pupils need to be orientated on the scope of interview questions and purpose and nature of the interview questioning. Culturally, such interviews would be very different in their own countries.

Non-Common Entrance Pupils

Some EAL pupils do not take Common Entrance exams but sit senior school English or EAL papers instead. The appropriate skills of reading comprehension and writing are developed.

Developments in the EAL Department:

- In Main School we have strategies organised to help learn and develop their English within and outside the classroom. From Form I to Fourths (Year 8) a broad range of skills and language is taught using more sophisticated books and material.
- European pupils staying only a short time at Godstowe are encouraged to prepare for the Cambridge FCE exams. These exams can be taken in July each year at Godstowe.

Prep - pupils are given EAL Prep in term time. Weaker pupils at lower proficiency levels might continue their EAL lessons during the holidays back home with external teachers and language schools often associated with the guardianships.

I.C.T.

Our aim is that we incorporate I.C.T. whenever possible in the EAL lessons. EAL books come with online support which is interactive. The EAL room has a smart board.

Electronic dictionaries are strongly encouraged. These can be translation dictionaries or English /English dictionaries.

Cross-Curricular Links

Wherever possible, skills and concepts learned within EAL lessons are followed up and reinforced within all other curriculum areas. These links are made explicit to the children.

- Geography, spelling and location of place names, countries, towns cities, geographical features, directions, descriptive writing.
- Science topics in reading comprehension include environmental issues, the universe, alien life, space travel, myths and legends. EAL material often requires pupils to read charts and data and explain numerical data.
- Music: preparation for music scholarship interviews
- Art, discussing and describing famous artwork, writing about pictures, art and photographs.
- Citizenship, an integral part of PSHE, is covered in issues of crime, the law, transport, city and country life, health, education, transport, environment. These are often word power based on reading and writing.

EAL is a multi-skilled discipline and used extensively in other subjects but it is also integral to daily life.

Resources

We plan from a wide range of published EAL resources to suit the pupils' class needs. All pupils have EAL class books allocated and often an additional book which may well be a supporting workbook with additional exercises for prep. These resources are kept in central storage and support in their use is offered by the Head of EAL.

All books are graded according to CEFR levels and the main class books cover all 4 skills such as reading, writing, speaking and listening. Supplementary books usually focus on a specific area or need, i.e. grammar, word power building, Cambridge FCE exam practice tests. Resources are paid for by the parents and therefore are a recoverable cost billed at the end of term. We also have a supply of graded reading material for pupils to borrow at exeats, or holidays.

Display

Classrooms have reference displays to aid understanding.

Assessment

On entry into Godstowe all EAL pupils are assessed by the Head of EAL and given a range of screening tests.

An interview is used to determine the pupil's speaking skills including interaction, confidence, speed of response, pronunciation, ability to comprehend, length and depth of expression.

A Paper placement test assesses grammar.

Free writing The pupils may be asked to write a story about themselves or an imaginary story with a title set. This is set at a simpler level than the English department written test. The written work is very helpful in showing the depth and accuracy of a pupil with English as an Additional language.

Using the above screening we then select the appropriate level material and suitable supplementary material. These EAL pupils are then placed in an appropriate level set EAL class. If an existing class does not exist then we provide individual classes with teaching on a one to one basis.

Target Setting

Where applicable, targets are set for EAL groups of children within the classes. These targets are often supported by tests designed by the class book publisher. Targets should be small, achievable and chosen to link directly with the medium- term planning. The targets are addressed through short-term planning. Children are deemed to have achieved their targets if they can use and apply the EAL skills or concepts successfully in the 'production' stage classroom activities with minimal error and a good degree of confidence.

On achieving a standard at a set level the pupils could then be given the next level material. We can therefore change the level of material at any time during the academic year.

Special Educational Needs

It can be very problematic in identifying special learning difficulties within EAL pupils since this is likely to be hidden by the weaknesses in the language. It takes longer to identify a special need. An example of this is that a speech impediment will be difficult to notice for some time, a spelling problem may be dyslexia or simply someone from a different written culture such as Chinese. Handwriting might be an issue but this could be hidden by the fact that this Arabic or Thai pupil has a very different writing style.

We are very fortunate in having GAP student support. Pupils are then able to be given individual help, providing extra reading or reading comprehension work for EAL pupils.

Extending pupils

Pupils show their abilities in EAL in a range of ways and at varying points in their development. Pupils who have a very good aptitude for language acquisition are likely to:

- learn and understand language points very quickly without the need for reinforcement or repetition.
- work systematically and accurately have very tidy and organised work files.
- Grasp meaning and apply new language faster than their peers .
- think logically and grasp grammatical points quickly and apply them accurately with little or no error.
- make connections between concepts they have learned.
- identify language patterns easily and apply quickly.
- apply their knowledge of the language to new or unfamiliar contexts.
- communicate effectively in depth with minimal error to grammar, syntax, pronunciation and word choice.
- ask questions that show both a clear understanding of and curiosity about the language
- take a creative approach to applying and using the language.
- sustain their concentration throughout longer tasks and persist in seeking solutions to tasks and apply new language.
- be adept at posing their own questions and pursuing lines of enquiry.
- require less time: less time in controlled practice work; free application comes quickly.

Such pupils may develop so it becomes necessary to change levels more quickly. We must be prepared to change levels when the pupil is ready not when the time to change is due i.e. new term or year.

It is possible to offer more able pupils their own individual class. Additional higher level material is given as follow on material. An extension free writing task can be set.

Teaching styles

Lesson Format

Classroom activities

Review: this is practice and recall of skills points of previous lessons if the lesson plan of the day is a continuation. If a new subject or new material then a review related to the topic is carried out involving the whole class. This may involve pictures, headlines, dictation, story contextualising of target language.

Main teaching activities: The target language is expanded upon and meaning checked for understanding, often by concept checking questions. *Then controlled practice* is undertaken using cloze sets, sentence completion tasks, match tasks, fill in the blanks, task completion, This can be done individually, in pair work, group work or class work. Work books support the lesson and contain lots of controlled practice tasks. Some of these tasks also incorporate a listening task. Then *free presentation* work is carried out with freer tasks using target language or skills. This can be pair work, task completion, discussion, debate, free writing such as story writing, summarisation or comprehension question answering.

Teachers use a variety of visual, spoken and listening tasks and kinaesthetic resources.

Assessment : drawing the lesson to a close and making reference to the learning objective. A check is made on the children's learning so that the following lessons can take account of aspects of the Curriculum that the children have not fully understood. Extra follow up can be set for pupils who have additional individual lessons for support.

Teaching and Learning Styles

The communicative approach to teach language is used. This however, is very eclectic and uses approaches for low level pupils such as TPR Total, Physical Response, The Direct Method for low level drill and sentence construction in context, situational language for role play, functional English for contexts such as advice, suggestions, requests, Task based learning whereby language is acquired through completing tasks and using authentic real life realia such as maps, timetables, tickets programmes, brochures and catalogues is used with semi authentic material in books.

New Language

The presentation of a new target language can be done through readings or listening tasks. It can also be elicited and contextualised through pictures.

The controlled practice of target language uses oral drill, cloze sets, fill in the blank exercises, information gap tasks. Correction is done during the task and self correction is encouraged. Error is not allowed.

The Production stage encourages freer use of the target language and correction is done at the end of the task with feedback. This may include role play, discussion, task completion, debate, free writing.

Cross cultural idiosyncrasies Pupils from some cultures may have weaker listening, or be much shyer at speaking out. Other cultures will have more difficulty with handwriting. Grammar errors may be due to different syntax. Importantly, most of the EAL pupils come from countries where American English is taught and so grammar, spelling and vocabulary may differ in some areas.

Teaching Methods

The staff use a variety of different methods of teaching, including:

verbal – we often explain strategies and ideas, explain meaning, express ideas, opinions, feeling, discuss context, situation, experiences. Personalise the target language through talking drills, pronunciation games, spelling or grammar, open drills and closed drills for tenses, verb drills, spelling forms.

logical- grammar and spelling rules– looking for patterns, visual and spatial – using images and pictures and drawing, reading and interpreting diagrams.

auditory – Listening tasks are used extensively to present target language and test recognition or understanding of it. Pronunciation games, grammar, drill work, open drills and closed drills for tenses, verbs drills, spelling forms.

interpersonal – learn by interacting with other members of the class and discussing ideas, group discussion, team work, pair work, information gap, find ‘someone who’ activity.

intrapersonal – some pupils prefer to work alone, are very self-motivated, are intuitive, are self-confident and are aware of personal strengths and weaknesses. Self study books are allocated to such pupils. These books can be exam preparation books such as Cambridge PET and FCE or self study word power building books or grammar building books. This material is available at all levels.

Assessment and Marking

Marking

The marking in EAL of work is an essential element of the feedback to children that is a contributory factor to advancing learning. Pupils' work and classroom books form a continuous record of their work in school, and the school marking policy will be adhered to.

Corrective feedback for oral work is done as the pupils speak in the controlled practice areas. In free production such as speeches, debates or freer pair work the correct feedback is done at the end of the task.

Handwritten essay work is corrected using EAL symbols from the “Marking symbols at Godstowe” sheet.

Grammar and vocabulary work for the B2 First Exam is often self marked by the pupils using a key. This allows pupils to progress at their own speed through work books and exercises. The pupils have to write the correction themselves rather than the teacher. The pupils add up the score/marks and record them in on their record sheets. This again helps the pupils reflect on progress and trends. Learning is more pupil centred in this way.

The increasing use of interactive computer work usually has its own built in marking system giving the pupil a score which she records on a special record sheet for that software.

Effective Marking

- helps pupils learn with comments that are positive and constructive and is often done with the pupil while the EFL task is being carried out.
- varies according to age and ability and is used sensitively so that the pupil can focus on a limited number of corrections
- gives feedback to pupils about their progress and is achieved by regular marking of work and target setting.

We believe that it is important for teachers to follow up marking either individually (with a pupil having problems) or with the whole class. It is essential for pupils to understand the correction and for it to have an impact on their future work.

In the EAL department, we:

- give comments, e.g. setting a target for future activities
- give verbal feedback and motivational talk to try and improve.
- make the comments legible, appropriate to the age of the pupil and to the message given

Comments

Written comments are added at the end of all written work.

Verbal feedback is given at the end of class work and work book controlled exercises. Overall comments to the whole class about the quality of work completed for prep. Rewards are given when quality Prep is done.

Marks are reviewed on the student mark sheets. A trend may be identified and comments made. End of term review and points awarded, as well as the use of a self-reflection sheet can be used to review the term.

Standards of Presentation

In the EAL department, all staff expect pupils to take pride in their work and make an effort to set it out correctly and show all their work. Depending upon the ability of the pupil, teachers will strive to adhere to basic presentation skills outlined in this document:

Older pupils may have to take their EAL folder along with their English folder to senior school interviews.

- front cover of books – clearly written information (Name, Subject, Teacher)
- all covers to be kept clean and undecorated
- EAL books should have margins
- all work to be dated on the top left and name in top right for loose paper and handouts such as newspaper article or photo copiable material
- all lines drawn with a ruler

- title of work underlined (all work titled.)
- keep high standards of presentation at all times
- ink used should be blue
- children should be encouraged to use sharp pencils when working in areas where they are very uncertain and may need extensive revision.

Assessment

Short-Term Assessments: these take place during lessons as questions and answers and the evaluation and marking of children's class work and prep. Pupils often mark their own work using an answer key for controlled practice work. They tend to take more notice of what the correction is if they have to identify and correct the material themselves with the key.

Medium-Term Assessments: tests are conducted half termly or when a unit has been completed.

Monitoring, Evaluation and Review

Meetings

The EAL department attends main school meetings and daily and weekly staff meetings.

Marking

EAL files, class books and workbooks are checked regularly for progress and organisation by the Head of EAL.

Lesson Observation

The Head of department observes staff teaching throughout the department. The performance review process ensures that every member of staff is given a formal lesson observation once a year. Each year the focus of lesson observations varies slightly to fit in with the school development plan.

Extra-Curricular Activities

For boarding pupils, they can use their social skills with friends and staff. Boarding school activities such as shopping, visits to places of interest all help the EAL pupils have contact with the real world and allow them to use their English outside the academic classroom. shopping. English for academic purposes is used daily in the main subject classes.

V Hurst
Head of EAL