

# Bedales Schools’ EAL Policy

## INCLUDING EYFS

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# Bedales Schools' EAL Policy

This document describes Bedales Schools' English as an Additional Language (EAL) Policy.

## Introduction

At Bedales Schools we aim to develop inquisitive thinkers with a love of learning who cherish independent thought. We aim to enable all pupils to develop their talents to the full by educating the whole person, 'Head, Hand and Heart'.

Bedales Schools are selective schools. The selection process at Dunhurst and Bedales includes tests, interviews and informal assessment during a short residential stay at the School, and review of application documentation. At Dunannie it is an informal assessment appropriate to the age of the child. It is designed to allow the selection of pupils who it is believed will meet their potential at Bedales, within the support framework described in this Policy. For this reason, full disclosure of current or likely support needs at the time of application is crucial, and the School may not be able to retain a pupil if relevant information has been withheld.

It is recognised that all children have individual needs, and in most cases these are met through good classroom practice. The support provided at Bedales is described in the sections which follow, and is designed to meet the needs of pupils who can work independently in subject lessons, alongside their peers.

## EAL Curriculum Policy Aims

The school's approach to EAL curriculum has the following core aims:

- To ensure that EAL pupils meet their full potential.
- To encourage EAL students to become confident, independent learners.
- To maintain high aspirations for EAL pupils.
- To promote equal opportunities for all pupils.

These core aims are developed as follows:

- All EAL pupils are entitled to a full programme of study at Bedales Schools and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils should be recognised and valued. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. Bedales Schools' teaching staff encourage parents to support 1<sup>st</sup> Language development at home, while providing opportunities at School to learn and make progress in English as a second language
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and requires continuing support.
- Language develops best when used in purposeful contexts across the curriculum. In Dunannie and Dunhurst visual support is provided for EAL pupils where necessary and in Dunhurst subject teachers provide topic vocabulary for EAL teachers for pre-teaching ahead of lessons.

- The language demands of learning tasks need to be identified and included in planning. At Dunhurst and Dunannie all EAL pupils receiving 1:1 EAL have an ILP (Independent Learning Plan) which is shared with all teaching staff to be taken into consideration when planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- A clear distinction should be made between EAL and SEND.

## Objectives

The department has the following objectives in how it operates:

- To identify pupils with EAL requirements as early as possible and ensure that their needs are met.
- To identify and focus attention on pupils' skills and talents, and build self-esteem.
- To support pupils to manage their own emotional responses and develop emotional resilience.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for EAL.
- To provide support and advice about EAL for all School staff.
- To encourage pupils to participate in the decision-making processes regarding their support needs. At Dunhurst EAL targets in ILPs are written in simplified language and shared with the pupil.
- To maintain and develop partnership with parents and guardians.
- To encourage a 'community within the community' for EAL pupils to encourage mutual support.

## Induction

The Bedales EAL department organises a welcome tea for all EAL students at the start of the School year. In addition, there is an induction handbook for all new EAL students containing useful and relevant information for a smooth integration into Bedales life.

At Dunannie and Dunhurst EAL pupils are integrated within their peer group from the outset.

## Identifying EAL

The purpose of identifying a pupil's language requirements are to ensure that the pupil can make the best possible progress, attainment and integration at School.

At Dunhurst and Bedales, each pupil's skills and levels of attainment are assessed prior to entry through formal examination and interview. Information is also gathered from parents/carers and previous schools, including school reports. A transfer meeting is held during the summer term with the Head of Academic Support and EAL at Dunhurst regarding the support needs of pupils joining from Block 2. After admission, further individual assessment is carried out by the EAL department.

At Dunannie EAL is identified on application and an informal assessment is done through observation of the child during a taster day. Parents also have an informal interview with the Head at Dunannie. Any Year 3 EAL pupils moving up to Dunhurst from Dunannie will attend an informal meeting with the EAL teachers during a transition day in the summer term.

Subject teachers make regular assessments of the progress of all pupils and this is discussed at review meetings (approximately half-termly). During these meetings teachers and tutors will note good effort or progress for congratulation and reward, or will raise a concern regarding a pupil who is making less progress than expected. A concern can be characterised by progress which:

- is significantly slower than that of peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close an attainment gap between the pupil and peers;
- widens an attainment gap.

At Bedales, assessment also takes account of students' own self-evaluation and progress in areas other than academic attainment, for instance social skills. The cycle of assess-plan-do-review involves collaboration between the student, parents/carers, subject teachers, Academic Tutor and Houseparents. Subject teachers assess progress in a variety of ways, including topic tests, formal internal exams in the summer term of Block 3, Block 4, and 6.1 and mock exams in the spring term for students sitting external exams in the summer term (Block 5 and 6.2). Subject teachers may also give 1:1 tutorial time with students in order to check progress. Academic tutors check on progress during weekly tutor time and on an individual basis, the frequency varying according to need. Following review meetings, the comments of subject teachers are discussed with the student and the student's parents/carers, and are accessible to them on line. The Academic Tutor initiates and manages this process and implements any actions decided upon.

## Curriculum

At the Bedales Schools, EAL pupils follow the curriculum as set out in the School Curriculum Policies.

At Dunannie and Dunhurst EAL pupils follow the same curriculum as their peers, with visual support/topic vocabulary/ 1:1 EAL support provided where necessary, depending on the level of support required.

Block 3 – students will follow the normal curriculum. There is the opportunity for them to study one language fewer than other students, as appropriate.

Block 4/5 – students normally take 9 IGCSE/BACs. Under exceptional circumstances, the School may allow a pupil to take fewer subjects after discussion with the Tutor, the family and/or guardian, the Head of EAL and the Deputy Head Academic.

Students wishing to take examinations in their native language are able to do so. Normally, this qualification is in addition to the number of subjects they take at GCSE/BAC or A Level.

All Sixth Form students are prepared for and are expected to take the IELTS test. This will normally take place at some point in 6.2 to fully maximise the length of time for which the test is valid.

All new Sixth Formers who join the School are expected to matriculate from the School with an English qualification. If they do not have an English Language GCSE or IGCSE, an IELTS score will act as a suitable English qualification. If students are intending to apply to a British University, students are expected to find out the level required to enter their chosen establishment.

## EAL Support

At Dunannie EAL concerns are only raised when children's learning attainment is not making expected progress.

At Dunhurst only Level 2 EAL pupils are recorded on the register (those receiving 1:1 EAL lessons).

At Bedales there are two levels of EAL support reflected in the EAL Register: Level 1 is for students who have had a concern raised in respect of their language attainment and are consequently being monitored. Level 2 is for students receiving EAL lessons.

For those students on the Register at Level 1, progress is monitored and further concerns are discussed with their Academic Tutor and individual teachers. Review meetings are particularly useful to help to monitor academic progress and highlight any general language concerns for students.

For pupils on the Register at Level 2, EAL lessons are weekly, individual lessons which take place during private study periods and do not require pupils to be withdrawn from any other lessons. Parents are advised in advance of the relevant fee increase. Individual EAL lessons will support pupils across the curriculum by providing specialist teaching of skills and strategies and giving opportunities for additional practice, reinforcement and feedback. Curriculum work will often provide the context for this input, but EAL lessons will not seek to replace subject teaching. Subject teachers continue to be responsible and accountable for the progress and development of all the pupils in their classes, but the EAL teacher or Head of EAL will provide written comments and attend review meetings, attend parents' meetings, liaise with subject teachers and advise on supportive classroom strategies.

If agreed that EAL lessons are no longer required, the pupil will remain on the EAL Register at Level 1.

Concerns about progress may be raised by a pupil, parents/carers or School staff at any time and will be investigated initially via the regular review process outlined above. The Head of EAL co-ordinates the discussions and assessments, organises the appropriate support and updates the EAL Register accordingly.

## Supporting Pupils and Families

Pupils and their families have easy access to this policy through a link on the School website. The Head of EAL attends all parents' meetings and is available to discuss the needs of any pupil. The other EAL teachers also usually attend parents' meetings regarding the pupils they teach. When this is not possible, an alternative time or a telephone conversation is arranged instead.

The Bedales Schools' Admissions Policy describes admission arrangements in relation to pupils with EAL.

The Head of EAL is responsible for implementing Joint Council for Qualifications (JCQ) guidelines to ensure that students with EAL have appropriate access to internal assessments and public examinations through making 'reasonable adjustments' (e.g. having access to a bilingual dictionary). JCQ guidelines are updated annually. The Head of EAL works closely with the Exams Officer to maintain an up-to-date list of those students who require exam access arrangements. Subject teachers use this list to ensure that these arrangements are also in place for internal assessments.

At Dunannie class teachers are responsible for transition.

At Dunhurst and Bedales, Tutors take the lead role in ensuring a smooth transition from class to class, across School years and to other schools and institutions. While at Bedales, a student may well continue with the same EAL teacher for the duration of their time at the School. The Head of EAL is responsible for providing reports etc., as requested at transition points.

## Training and Resources

The Head of EAL has input to the training of any staff undergoing School-based initial teacher training. The further professional development needs of teaching staff are identified during this process and also, for existing staff, by Heads of Departments during regular appraisal meetings. In-house or external training is provided during training days.

The Head of EAL attends the annual conference of BAISIS which helps to keep up to date with resources and developments in the field of EAL, particularly as they relate to the independent sector. The Head of EAL carries out staff appraisal for members of the EAL department, which identifies training needs in order to improve and update EAL teachers' skills and expertise in the field. Weekly EAL Department meetings allow time for discussion and dissemination of good practice. Annual meetings are arranged by the Dunannie and Dunhurst Head of Learning Support and Bedales Head of EAL.

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NB: All School Policies are available to staff and can be found here:

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