



Yehudi  
Menuhin  
School

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Written / Updated By :	Deputy Head (Academic)	Spring 2022
Reviewed By :	Leadership Team	Spring 2022
Approved By :	Head	Spring 2022
Governor Review By :	Education & Welfare Committee	Summer 2022

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## Revision History

Revision	Paragraph Number	Revision
November 2017		
May 2019		
Spring 2022	Paragraph 2	Change “English speaking” to “English-speaking”
	Paragraph 3	Final sentence added
	Paragraph 4	Final sentence added
	Paragraph 5	Add “in supporting.....in English” in 1 <sup>st</sup> sentence. Delete “whose English is still weak” and replace with “who need to develop...” in final sentence.
	Paragraph 6	
	Paragraph 7	New
	Paragraph 8	Replace “cannot be fully prepared.....EAL classroom” with “is prepared ....on joining the school”.
	Paragraph 11	Delete “quite clearly determined” and replace with “clearly defined” in final sentence
	Paragraph 13	Rewritten
	Paragraph 14	Rewritten
	Paragraph 17	Delete “This includes....”. Add “Teachers are aware..” Delete “Teachers are sensitive to....”
		Change review from “annually” to “2 yearly”

## Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
ALTE	Association of Language Testers Europe
EAL	English as an Additional Language
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages

GCSE	General Certificate of Secondary Education
IELTS	International English Language Testing System
IGCSE	International General Certificate of Secondary Education
TOEFL	Test Of English as a Foreign Language
UCLES	The University of Cambridge Local Examination Syndicate

## **Aim / Objective / Statement of Intent**

This policy aims to set out the particulars of the educational and welfare provision for pupils for whom English is an additional language.

### **Introduction**

1. Yehudi Menuhin founded the School to provide an education for musically gifted children from all over the world. As such, we have a significant number of pupils who have English as an additional language.
2. Non-English-speaking pupils attending The Yehudi Menuhin School need to learn English for academic purposes and to participate fully in school life, and also in preparation for higher education.
3. Because of the international nature of the School, EAL has a relatively high profile. For new pupils with little or no English, it is a core subject along with Maths and Music. For more advanced pupils already integrated into the mainstream curriculum, EAL is often still a subject in its own right, sometimes leading to the Cambridge English for Speakers of Other Languages (ESOL) Examinations or International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL). Some students also take the Cambridge IGCSE in ESL in place of English Language and English Literature.
4. Although English is the predominant language of the School, the multilingual backgrounds of both staff and pupils are perceived very much as assets rather than as disadvantages. As a result, the relationship between EAL and the other subjects is a two-way process. The traditional view is of the English teacher providing language support for pupils in their academic subjects but at The Yehudi Menuhin School all the staff are very aware of their pupils' needs and use their own subjects as vehicles for teaching English. In practice, it means that all academic teachers are aware that certain specialised or technical vocabulary related to their subject area may be unfamiliar to EAL students and therefore provide explanations of these terms and very often word lists, as well as encouraging EAL learners to translate terms into their own language if appropriate.
5. All pupils also play an important part in supporting others' acquisition of oral and written skills in English. It is quite natural to learn from one's peers, especially in a boarding school. Pupils are willing to take the time to help and encourage those who need to develop their oral and written skills in English.
6. The EAL teaching which the School arranges is part of our overall Learning Support provision, and the Head of Learning Support liaises with the Deputy Head (Academic) and the EAL teacher to ensure our non-English speakers have full access to the curriculum and to any additional support which they require with their learning.

## **The EAL Curriculum**

7. There is no prescribed external syllabus for EAL and no consensus as to the exact order in which items of grammar, vocabulary etc. should be taught. Nor is there any consensus on the best teaching methods or approaches. What is taught and how it is taught depends on the learner and their own knowledge rather than on rigid adherence to a predetermined course of study. For these reasons, and because each pupil's academic grouping is not dependent on his or her level of English, a detailed course of study is prepared once pupils have had their individual needs assessed on joining the school. Within a single academic year pupils can move up several levels. Consequently, a large part of the job of the EAL teacher is to check, revise, and build on what pupils already know as well as to provide new input.
8. Although there is no fixed syllabus, there are a number of curriculum guidelines which can be helpful in identifying learning objectives and outcomes. In the field of ESOL, the Council of Europe's Common European Framework of Reference for Languages is a key specification. The University of Cambridge Local Examination Syndicate (UCLES) recognises this along with the objectives and frameworks adopted by the Association of Language Testers in Europe (ALTE). Therefore, the level of language required is clearly defined for those pupils following ESOL examination courses.

## **Wider Aims**

9. Every course of study will have to take all these factors into consideration, although the overall goals will be the same for all pupils studying EAL. These are:
  - To use English confidently in everyday situations with correct pronunciation and intonation;
  - To master all four skills – reading, writing, listening and speaking, although to begin with the emphasis will be on oral skills;
  - To have a good understanding of English grammar;
  - To be able to cope with mainstream classes and enter higher education;
  - To foster a positive self-image and an awareness of English as key to wider educational opportunities.

## **Assessment and Evaluation**

10. In addition to vocabulary tests and other learning checks, all pupils will be tested at least once a year, with new pupils tested more often. These assessments are based on a variety of ESOL examinations which have recently been placed within the National Qualifications Framework/Skills for life programme. Under this scheme beginners and elementary level pupils are classified within the Entry Levels 1, 2 and 3 while the Cambridge First Certificate is at Level 1 (GCSE lower levels) and the Advanced at Level 2 (GCSE A – C). With this framework, pupils can see where they fit in the overall scheme and measure their progress accordingly.

11. In line with P1.5 Teaching, Marking & Assessment Policy, full reports for parents are written twice a year at the end of the Autumn and Summer terms. There is also an additional online Parent / Teacher meeting at the end of the Spring term to discuss progress. Pupils are given both formative assessments throughout the term and a summative assessment at the end of the academic year. They are encouraged to assess and evaluate their own progress. This is done by discussing test results, reviewing what has been learned and identifying areas where more work is needed so that individual learning targets can be set.

## **Teaching Methods and Learner Responsibility**

12. Each course contains a number of elements; grammar, vocabulary, communicative functions, reading and writing. Sometimes lessons – or a series of lessons – will focus on one aspect. On other occasions there will be a more integrated approach. Because of the nature of language learning, topics are constantly revised and recycled, not only within a course but across courses as well. For this reason, work on tenses, for example, is included at every level.
13. EAL is taught to very small groups. This enhances the opportunity to meet the needs of individual pupils. If pupils identify a new area of weakness (or a concern is raised by a member of staff), the small class size allows focused attention and flexibility to respond to immediate needs. Sometimes a weakness might be diagnosed, sometimes a pupil might ask for help in a particular area and sometimes teachers of other subjects might request specific input. Lesson planning therefore incorporates the necessary flexibility to recognise the need for EAL classes to respond to the support needs of other subjects.
14. Classes generally follow a course book to provide continuity and focus but pupils have plenty of opportunities to speak and to listen. Pairs and small groups are encouraged to co-operate with each other in discussion activities. Because not everyone at the School does EAL, pupils have to take some responsibility for organising their own learning. Teachers are aware of our EAL pupils and understand that it may take them longer to complete certain homework tasks. All pupils are encouraged to read and a small EAL library exists for this purpose.

## **Monitoring EAL Provision**

15. The EAL teacher attends and contributes to academic staff meetings.
16. The Deputy Head (Academic) works with the EAL teacher in integrating the EAL timetable into the overall school timetable.
17. The responsibility for ensuring the successful implementation of this policy rests with the Deputy Head (Academic). This policy will be reviewed at least every two years and may be updated as required.