



HAZLEGROVE

Deo Juvante

ENGLISH AS AN ADDITIONAL LANGUAGE EAL HANDBOOK

This is a whole school policy which includes the EYFS.

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INTRODUCTION

Hazlegrove welcomes students, whose first language is not English, from all parts of the world.

Hazlegrove educates overseas students varying in age across the school. Students stay for periods ranging from two weeks to one term as well as a core group who stay from between one and four years. Many students continue their education in English Senior Schools.

The students arrive with a wide range of skill levels and emotional maturity.

Hazlegrove has good links with many international agencies and guardians, and is still in contact with many of their previous overseas students. Hazlegrove limits the number of students from each country to facilitate integration. The students participate fully in the boarding school life and all extra-curricular activities.

Overseas students receive EAL tuition either at their parents' request or if it is considered that it will benefit their educational and social skills, allowing them to better access the curriculum and facilitate more satisfactory social integration.

AIMS

We aim to support EAL students to:-

- Access the whole school curriculum.
- Read English with accurate pronunciation, good fluency and expression.
- Extract information from the spoken word and the written text.
- Extend their vocabulary and grammatical skills.
- Listen effectively and make appropriate responses.
- Speak with confidence in a variety of situations.
- Understand the vocabulary of other curriculum areas.

TEACHING AND LEARNING

a. Organisation

Students are taught in small groups depending on their assessed level as well as on group dynamics. The groups usually correspond to elementary, pre-intermediate, intermediate and upper intermediate levels of English.

Students receive EAL tuition during lesson time, by rotation, in order that the pupils are not extracted from the same lessons each week. If timetable restrictions prevent this, they are extracted from lessons which are more easily recovered at a later date.

All students have at least 3 lessons per week during lesson time.

Some students, if the teachers feel it is deemed necessary, will have 1-2 individual support lessons. Details are discussed prior to a pupil starting at the School.

b. Resources

The core scheme of work is Grammar Lab and English Grammar in Use. We have resources from Beginner to Upper Intermediate Level. There are other supplementary core schemes available and these are also used frequently.

Specific grammar, vocabulary, idioms and phrasal verbs resources are available from beginner to advanced level.

Twinkl ESL are fun and relevant resource ideas that are used to support many areas of EAL lessons.

Children's reading levels are assessed and they are launched on the:

Accelerated Reading Scheme as soon as possible. They then take quizzes and progress through the levels until they meet, or even exceed, the level appropriate for their age by children for whom English is not a second language. With this system, once the children's details (finger scan etc.) have been registered, the student can go to the Library, choose a book from a very extensive collection of interest levels and comprehension levels, read it and then take a comprehension quiz pertaining to that book using the Library iPads.

The student's performance on each quiz is recorded and the EAL teacher is kept informed via email re each quiz taken by an EAL student. This way, their progress is very closely monitored. The reading levels are in graduated steps. Points are earned, and the student moves towards a realistic, pre-set target number of points.

Once a term the student's reading level is re-assessed via a Star Test (also on the iPads) and targets are adjusted and recommendations followed.

Amazon Audible and a CD/tape recorder is used for listening skills etc. and computer discs for the course work are available for use in the computer suite or in the EAL Room, as appropriate. A Discover English resource is available to all students at Hazlegrove, and can be accessed on any of our school computers. This resource does lend itself to independent use, but in practice it tends to be used by EAL students during a lesson, with the teacher present.

It offers grammar exercises of the 'fill in the blank variety', at three different levels. It also offers short quizzes on use of English, vocabulary and even a simple geography of the British Isles. It is good as far as it goes and the children do enjoy using it, working in pairs sometimes, to work out the word order, for example, in questions or with negatives. Other IT used for creating relevant quizzes is **Kahoot** or **Blooket**, where the teacher sets work according to a chosen topic.

Handmade resources (of the kind used in Lower School or even Pre-Prep language classes) are used to provide kinaesthetic opportunities for pupils to experiment with word order, word meanings and a large number of linguistic sorting exercises and games.

c. Delivery

Most lessons are orally presented. The core scheme is accessed and supplementary texts are used to reinforce learning where necessary. Areas of study are chosen dependent on the grammatical and vocabulary needs and skills of the students in the group.

Students have the opportunity to discuss any wider curriculum difficulties with the language during each lesson, or during a break if more complicated.

Children are assisted with accessing their prep in other subjects, particularly in their first term.

Specific curriculum areas and vocabulary are reinforced when requested by either the student or a member of staff.

There are Maths Key word translations in several languages and differentiated science sheets available.

We have a large range of books with differentiated levels which allow EAL pupils to access books from the Library.

d. Planning

Medium term planning is based on the framework of the New Headway Schemes from Elementary to Upper Intermediate Levels depending on the needs of the students. Supplementary Activities to reinforce new skills as required are sourced from the other resources available. On occasion, children may progress beyond the New Headway upper intermediate level, in which case they begin to draw on our many FCE resources.

Weekly planning is written in an EAL file grouped according to each term. Planning has to allow for flexibility in terms of the rapid rate of progression that may well be seen. When the need arises, work may be drawn from two or even three different levels, depending on the child's comprehension. Adhering rigidly to the New Headway Schemes of Work would not allow sufficient flexibility to cater to the individual needs and progress of each student. It cannot be assumed that an EAL pupil will progress from Elementary to Pre-intermediate to upper intermediate over the course of three terms. Planning must respond to the children's differing needs week by week.

e. Assessment

Due to the individual or small group size (max. 3/4 students), assessment is continuous and immediate. The lessons are adapted to immediately resolve any problems whenever possible. There are frequent checks, by referring to earlier lessons, to assess understanding and retention.

In September, or on entry, all students are assessed in order to establish the appropriate level of entry in terms of the scheme. Initial assessment takes place in the form of a baseline grammar test/a reading fluency/a reading comprehension/listening comprehension/written piece and a speaking exercise to see

use of vocabulary. The assessment also helps to identify strengths and areas which may need immediate attention. These early assessments are not always reliable since the children's emotions are unsettled being in a new school, thousands of miles from their home environment.

Reading progress is very closely monitored, as described on page 5 of this handbook.

Past papers and Listening and Speaking tasks, based on UCLES PET/FCE requirements, are undertaken.

Students who join in Year 8 take a one hour EAL exam each term. Children in Years 6 and 7 take an exam once per year, in the summer term. Children who are in Year 8 having joined in Year 7 either continue with EAL for the autumn term only, and in some cases throughout Year 8, or they do not take EAL lessons at all in order to allow them to focus on CE. This is dependent on the progress the child has made and the level of their English upon starting Year 8.

Work in files or on whiteboards is marked immediately and feedback given straight away.

In assessments in class, EAL pupils are given 10% extra time for exam concessions and they are allowed the use of a bilingual paper-dictionary for all subjects, except English.

f. Class Support

The names of the EAL pupils have been added to the Year group summaries sheet produced by the LSU department. This gives recommendations that EAL pupils be taught in the same way as English speaking children who have working memory difficulties. Teachers make use of a variety of good practice teaching techniques.

Added to these summaries is the link to a document that has many suggestions about how to support the EAL pupils in class.

DEVELOPMENT

The school's Accelerated Reader Scheme is now central to the EAL pupils' progress in English. There is a very extensive range of reading material, across a wide range of reading levels. EAL children read a large number of books and make rapid progress, which is monitored in detail.

We aim that pupils will return to their home country with a much improved level of English.

The strengths of the department are the variety of nationalities taught, the small group and individual tuition and the liaison with the rest of the staff.

The EAL teacher is an essential person for the EAL students because she is able to give a great deal of personal attention to the students and fulfils the role of second tutor and personal mentor, where necessary.

FUTURE DEVELOPMENT TASKS 2024/25

To investigate the availability of online programmes to allow EAL students to make progress in English at exactly their own level, in their own time. Online resources must include material to assist speaking and listening as well as reading.

Talks with the children where they can voice their concerns and identify how different things are done in an English school – Head of Well-being (RS) and Head of EAL (LEW) - notes to be shared with all staff.

To build up resources (including games and posters) and supplementary material for all levels of learner.

To extend the keyword bank for other curriculum areas as requested by colleagues - relevant vocabulary from class teachers for pre-teaching and consolidation.

To look for an Independent School EAL (TEFLIS) support group in the local area which meets termly to discuss issues and new resources.

To develop a better way of assessing the potential EAL pupils before a place is offered.

To develop a comprehensive package for children before they arrive at HZG, to include videos made by past and current pupils, where they share their experiences, challenges and how to overcome these challenges, e.g. homesickness.

To better understand the emotional needs of the EAL pupils to best support their mental health and well-being.

EAL DEVELOPMENT TASKS 2024/25

Update

To familiarise the teaching staff with the relevant needs of the overseas pupils in their lessons. Notes are attached of a short talk given to staff at the beginning of the academic year, raising their awareness of the needs of EAL pupils. EAL pupil names added to the LSU year group summaries. A link is also added to these documents that give guidelines to teachers of EAL pupils.

The EAL Department will continue to work together with the LSU to alert teachers to the needs of overseas pupils. Colleagues are encouraged to liaise with the EAL and LSU Departments over, for example, key words or subject-specific vocabulary for particular topic areas in their subject.

ICT Resources for all levels need to be researched through the TEFLIS meetings and through the school librarian in order to allow a degree of independent learning by EAL students, which could involve listening and speaking instead of purely textual comprehension.

The issue of improved liaison with our international students before they arrive is currently under review. This is necessary in order to give us a clearer picture of their general academic, and specifically English language, needs. It is important to establish that their level of spoken English is not so minimal that they are unable to access what is available for them here. It is also important to give Hazlegrove sufficient

notice to be able to provide an educational package for them which is more specifically geared to their individual needs. (videos are being set-up)

After receiving reports and information about the child from their school, they are TEAMS interviewed by the Head of Boarding and Deputy Headmaster prior to their offer of a place to ascertain the child's level of English and suitability to a boarding school environment, as well as getting to know more about the child. Head of EAL also assesses the child's spelling/reading/maths scores – this is done via Teams or face to face if the family visits HZG. The Head of EAL also has a TEAMS call to assess their level of English communication and reading for decoding, fluency and comprehension. Before arrival, children are invited, if possible, to visit the school for a tour and/or sleepover in the boarding houses. The children and their families are later sent videos from their prospective House parents, including a welcome and tour of the house and day to day running explained. There is a virtual tour available for families that can't visit in person.

EAL AND EYFS

In the Early Years all reasonable steps will be taken to provide opportunities for children to develop and use their home language in play and learning, liaising with parents/carers to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners will assess children's skills in English. If a child does not have a strong grasp of English Language, practitioners must explore the child's skills in the home language with parents and/or carers to establish whether there is cause for concern about language delay.

To date there has been little requirement for the provision of EAL support in the EYFS part of the school. The few children who do come to Hazlegrove (approximately 12 per year), and whose first language is not English, are invariably considerably older. This is because they come from overseas (Spain, France, Italy China, Portugal, Hong Kong) as boarders, and their parents are understandably reluctant to send their children under the age of eleven, thousands of miles away, for extended periods of weeks or months.

Were such children to arrive in Hazlegrove's EYFS part of the school, specific steps would be taken to ensure their emotional happiness, their social integration and their progress in English. Support parents by offering ideas to develop child's level of English.

A policy tailored to the needs of those children would be drawn up, featuring particularly:

- Staff training in differentiation in the classroom.
- Individual support at least 3x per week with a TEFL or CELTA (or higher) qualified member of staff.
- Sensitivity to the extent to which a child may wish to use (or not) his or her first language.
- The security gained from speaking one's mother tongue may be diminished by isolation resulting from non-comprehension by the other children.
- A focus on oral language initially in order to give the child a secure base from which to explore the more subtle use of tenses and aspects of grammar.

The school's EAL policy is currently under review, in order to incorporate advances in learning technology, allowing children to do some independent learning online, running alongside lessons with other children, in a classroom setting. Resources are being updated (especially reading material, which is increasingly integrated into the main school's Accelerated Reader programme).

The motivation behind this review is to meet the pupil's precise needs, in order that his/her progression to fluent spoken and written English may be as rapid as possible, since many overseas students come for a very short time, with the specific aim of learning English.

It is important that an EAL policy for hypothetical EYFS children should be flexible and not set in stone. Regular adaptation to the needs of the individual will be an essential part of such a policy. A rigid framework of coursework, for example, would be deemed inappropriate, since children in these situations often progress rapidly and may move quickly from one level to another without necessarily completing each stage in its entirety.

EAL NOTES FOR TEACHERS ON INTEGRATION IN THE CLASSROOM SEPTEMBER 2024

This year we're starting with 12 EAL pupils in September. Our policy is all about integration and facilitating the learning and absorbing of as much English as possible. Good comprehension and communication are our ultimate goals.

I will assess the children during the first few weeks to establish their level of English competency and then feed back to you to let you know what level I feel they are at, which can help you with your planning. Of course, we all need to be prepared to cater for them by differentiating in the classroom and for prep tasks.

On a positive note, in the past, many have proved to be able and committed students, so it's in our own interests to unlock their potential a.s.a.p. As in the past, most EAL pupils have some degree of English ability.

Added to this, has been your own amazing success in dealing with our overseas children in the past. Somehow, you have found ways of allowing them to access really difficult topics in Science, Geography, History, Maths, English and French, so do draw confidence from that. Your efforts have been much appreciated by them and their parents.

I'd be really grateful if you could help me assess them by passing on your observations to me as regards to what you find they can do or understand, or not.

Please ensure that your oral explanations are backed up by visual prompts - a few key points/ keywords/ pictures that are written down are very helpful in promoting understanding. Non-English speakers will find it easier to understand things that are written, because much of their English learning has been in that format, and also because, in writing there are spaces between the words, so they can keep looking at the words until light dawns, whereas spoken information just seems to run together and is gone in a flash and can't be retrieved. The children also say that we tend to speak too fast for them to grab onto everything.

They may very well find it difficult to express themselves well enough to tackle any analytical or open-ended tasks. Try to give them lots of structure at first, so that they are simply re-arranging material in front of them, rather than asking them to supply their own words, (which is very difficult, esp. with subject-specific words). E.g. they could link word pairs from two columns, just by drawing lines. It would be very helpful for you to supply a few key words on a sheet in front of them. This is also the main reason that they should be given topic words on a handout. It is also the reason why it is important to give them time to process the question posed and their answer.

Do use other children to assist, by explaining slowly, in English. This is helpful to the instructing child as well as to the EAL child. Don't feel the child will only learn when you are interacting with him/her.

Where possible, do try to make the work intellectually stimulating but linguistically simple – tall order, I know! From their perspective, we speak English very quickly and they can easily miss something you have said and then become confused. If it's available in your subject, you might be able to access simpler versions of the same topic. Visual tools, books and diagrams are very helpful too. iPads may help,

although the children should not be constantly trying to translate everything back into their mother tongue. Please make sure their iPads are set to English!

Do bear in mind that they are here to learn English, so don't be too concerned about trying to get them up to the standard of the class in a particular topic. Our aim for them is to have a thoroughly positive experience, in which their English improves rapidly. Integration is key, because they will learn to communicate more effectively in English, and they will have more fun, if they are involved in what the class is doing, rather than beavering through written, English exercises in isolation at the back of the room.

The more opportunities you can orchestrate for them to answer questions and join in with the discussion in class, the quicker their speaking and understanding as well as building their confidence will take place. This also greatly improves their 'thinking in English' ability.

Of course, what I have just said about not worrying too much about getting them up to the class standard in a particular topic, goes out the window if they are in Year 8 and are aiming for CE, because you are trying to do just that and it is very difficult. Also, some of our EAL children join us and will continue on to British Senior Schools. These children will need our assistance to boost their speaking skills and understanding of English in a more urgent time frame.

In class, do use their name quite often, so that they feel a relationship is starting to build up and so that the other pupils hear the name as well and learn how to pronounce it, and then use it as well. If possible, try to engineer at least one question per lesson which the overseas child will be able to answer and get right, to help the child to feel positive and encouraged.

About preps: It would be great if the EAL children could be seated next to a guide from their class, as this pupil will know exactly what is to be done for prep. Try to make sure that they are set a prep which they are able to access. They are usually keen and love to get stuck into work, provided the bar has not been set too high. Please ensure that they have written up the instructions clearly and correctly in their journal, or it may help them if the prep is given to them on a printed slip, because that makes it very clear and it helps us to help them, because otherwise we have to rely on their explanation of what the teacher wanted! You could also allow them to take a phot of the prep or examples if they are written on the board.No wonder we get it badly wrong sometimes!

It's also very helpful if you can give me a brief idea, in advance, of the topics you're covering, and particularly a list of key words each week, which I could go through with them in advance, to help them access both lessons and preps. I am very happy to help your subject as much as possible in our EAL lessons. It is also very helpful if you feedback to me about anything that they are finding tricky, because I could then repeat and reinforce the vocab or concept to aid the EAL pupils' understanding... Again, I'm very happy to help in any way I can!

The EAL timetable: The lessons are withdrawals, or they may happen during assembly (from 8.30) and some end-of-lunch breaks (1.30pm). I try to rotate them as much as I can.

Finally, EAL children benefit from similar planning and teaching that would take place for LSU children; so many LSU recommendations apply to EAL pupils too, such as visual prompts, not giving too many

instructions at once, allowing for processing time, reminding them of how this new info fits with what they did recently, etc.

Thank you for all your hard work and the wonderful way that you support our EAL children!

Take care and GOOD LUCK,

Head of EAL

EAL NUMBERS 2024/25

SUPPORT: GROUP LESSONS (EAL)/1-to-1 LSU lessons/MONITOR – 12 children

YEAR GROUP	HOME	group lessons	Individual lessons	SUPPORT
N	Portugal	0	0	Supported in class
1	French/ English parents – now living in UK	0	0	Monitor- support teachers and parents if necessary
5	Spain	3	0	Year 5
5	China	3	0	Year 5
6	Spain	3	0	Year 6
6	Spain	3	0	Year 6
7	Spain	3	0	Year 6
7	Spain	3	0	Year 7
7	Spain	3	0	Year 7
8	China	1	2 (Autumn 24 only)	Year 8
8	Spain	3	0	Year 8
8	Spain	3	0	Year 8
8	Spain	0	0	Year 8
8	China	3	0	Year 8