English as an additional Language
Policy (EAL)
October 2024

1. Policy Vision and Mission Statement

This EAL policy document outlines Brighton College Al Ain's approach to teaching English as an additional language (EAL) to pupils whose first language is not English. At Brighton College pupils are taught the full curriculum in mainstream classes across all subject areas, with immersion being the primary model to develop language acquisition. This policy aims to ensure that all EAL pupils, both local and international, have full and equal access to the whole curriculum through receiving high-quality language support that enables them to succeed in their academic studies and become confident, effective communicators in English. It aims to raise awareness of the school's obligation to support planning, teaching, assessment procedures, and the use of resources and strategies to meet the needs of our EAL pupils, thereby raising academic achievement and improving outcomes. All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, Brighton College, Al Ain, believes that bilingualism and multilingualism is a strength and that the EAL pupils at the heart of our school community have a valuable contribution to make both culturally and linguistically.

1.1 Aims

- To support EAL pupils in developing their language skills (reading, writing, speaking, listening) and academic knowledge in a safe and inclusive environment.
- To provide a clear and consistent approach to teaching and assessing EAL across the whole school.
- To provide pupils equal access to the academic curriculum to ensure the greatest possibility of high academic achievement.
- To ensure that EAL pupils have equal opportunities to participate in all aspects of the school curriculum and extracurricular life.

1.2 Context

"A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency." (DfE Schools, Pupils and their Characteristics July 2020)

Brighton College Al Ain is a private international school located in the United Arab Emirates. There are a range of languages spoken in the school including English, Arabic, Urdu and Afrikaans.
A significant number of pupils are local Emirati who make a large portion of the pupil population depending on the year group. Their first language is Arabic and they speak a local dialect of Gulf Arabic at home. However, while some Emirati and Arabic pupils speak Arabic at home, others will be learning Arabic as an additional language and their EAL needs will be different, accordingly. A percentage of EAL pupils are from other countries whose home language is not English. All teachers are encouraged to have some knowledge and understanding of the backgrounds and cultures of the EAL pupils attending the school in order to establish positive, respectful working relationships and to ensure bilingualism and multilingualism is celebrated as an asset and is closely aligned to the school work on the National Identity Mark (NIM)

1.3 Key Principles of Second Language Acquisition

- Pupils with EAL are entitled to opportunities for educational success that are inclusive and equal to those of our English speaking pupils.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provides the best environment for acquisition of English by pupils with EAL.
- Pupils' needs vary according to a range of factors. The provision of a range of EAL teaching methodologies and learning activities to meet curriculum demands and different learning needs/styles is essential for EAL development.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks must be identified and included in planning.
- Teachers and Teaching and Learning Assistants play a crucial role in modelling curriculum language.
- Becoming fully competent in the use of curriculum/academic English is a long process, therefore pupils require long term support. (The level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.)
- Having a home language other than English is not a 'learning difficulty'. Pupils with EAL are not placed on the SEN record, unless they have SEN. Students who require EAL support are placed on the EAL register.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and use their home or first language where appropriate to build on pupils existing knowledge and skills.
- All languages, dialects, accents and cultures are equally valued.
- Regular monitoring of language development improves EAL outcomes.

The structure that is employed by the school in terms of planning, teaching and assessment is founded on the work of the Bell Foundation

2. Roles and Responsibilities

All members of the Brighton College Al Ain community are language teachers and there is a collective responsibility held by all staff, teachers and the wider community to identify and remove barriers that stand in the way of successful learning through EAL.

2.1 Heads of School

Heads of Schools are responsible for ensuring the effective operation, management and are accountable for the effective use of the English Language resources to support EAL pupils' language development. The Annual School Report should clearly indicate what initiatives were undertaken to develop the English language proficiency of EAL pupils, the outcomes achieved, and how funding was utilised to support EAL programs, practices and resourcing for EAL education.

2.1.1. Heads of Schools responsibilities

- Including EAL pupil support operations as an integral part of the school plan, including professional learning, allocation of resources and regular evaluation
- Ensuring that the school meets its EAL pupils' support accountability and reporting requirements
- Allocating responsibilities for the management of EAL pupil support, including coordination professional supervision, and policy planning to an appropriate EAL supervisor
- Ensuring, where possible, EAL teaching positions are filled by teachers with recognised TESOL or similar

qualifications
- Establishing and maintaining procedures for the enrolment and appropriate class placement of newly arrived EAL pupils
- Ensuring the collection and maintenance of accurate EAL pupil data
- Ensuring school program practices are responsive to models of EAL pedagogy and include adaptation for language and content appropriate to levels/ phases of English language proficiency
- Ensuring development and implementation of effective modes of EAL program delivery and teaching practices in response to the school's EAL needs
- Ensuring procedures are in place for the identification, assessment, tracking and reporting of EAL pupils
- Ensuring EAL pupils' English language proficiency information is included in school academic reports as part of whole school reporting practices

2.2 Head of EAL

The EAL co-ordinator is responsible for the development of the school's EAL/pupil support strategy and the effectively track the levels and progress of their pupils learning English as an additional language, in conjunction with those responsible for data management within the school. The co-ordinator is responsible for action plans for the academic year based on this performance data and the school's development plan.

2.2.1 Head of EAL responsibilities

- Providing professional support and supervision of EAL specialist teachers and Teaching and Learning assistants (TLA) through their weekly CPD blocks
- Providing leadership and supervision to support EAL specialist teachers in effective planning, programming and teaching
- Recognising and utilising the specialist knowledge that qualified EAL specialist teachers bring to the school
- Supporting the professional learning of EAL specialist teachers and TLAs through in-house training and appropriate external professional training
- Overseeing processes for assessment and recording of EAL students' English language proficiency levels
- Ensuring accurate and complete EAL student data is recorded on the whole school EAL register
- Monitoring and tracking pupils' EAL progress
- Supporting the professional learning needs of mainstream teachers in relation to EAL pedagogy and practices through whole college, departmental and individual CPD
- Facilitating collaborative planning and teaching between EAL specialist and class teachers
- Timetabling in-class support, one to one, and tailored EAL intervention support
- Ensuring staff are well informed about the background and additional needs of individual EAL pupils
- Negotiating priorities for EAL support across the school
- Ensuring EAL support is included in whole school programming, planning and evaluation
- Providing support, advice and professional learning for teachers employed in EAL positions who do not have TESOL qualifications
- Liaising with parents and the wider community through face to face meetings, workshops and emails home with translation provided.

2.3 EAL Specialist Teachers

EAL specialist teachers are appointed to Brighton College Al Ain to design targeted, curriculum-based English language instruction for EAL pupils and to assist in the delivery of teaching programs that meet pupils' particular English language learning needs. In supporting whole school programs and initiatives, EAL teachers focus on the English language and literacy learning of EAL students relative to the needs of the learner and to curriculum

outcomes. This is achieved through co-designed teaching programs. Where possible, EAL specialist teaching positions should be filled by teachers with recognised TESOL qualifications.

A qualified EAL specialist teacher has:

- a primary or secondary teaching qualification
- completed an approved Teaching English to Speakers of other Language (TESOL) course through undergraduate or post graduate studies and 2 years' experience teaching TESOL in school environments

2.3.1 EAL Specialist Teachers' Responsibilities

- The delivery of EAL curriculum programs such as IGCSE for English as a Second Language
- Identifying EAL pupils, assessing their English language proficiency and prioritising their need for EAL support
- Collaborating with the Head of EAL on appropriate modes of delivery for the school's EAL support strategy, based on identified EAL needs
- Planning EAL adapted lessons with class teachers and subject area teachers to meet the English language needs of EAL pupils using principles and practices of EAL adaptation
- Working collaboratively with class teachers and subject area teachers to develop practices and resources which support the English language and literacy learning of EAL pupils across curriculum areas
- Providing guidance to TLAs who work with EAL pupils
- Assessing, monitoring and reporting on EAL pupils' (who receive significant or direct support) English language learning progress with reference to the EAL assessment and progression framework
- Assisting in maintaining accurate and complete EAL pupil data on the EAL register
- Providing advice, professional support and leadership to other teachers on principles and practices of second language acquisition, to support English language learning for EAL pupils
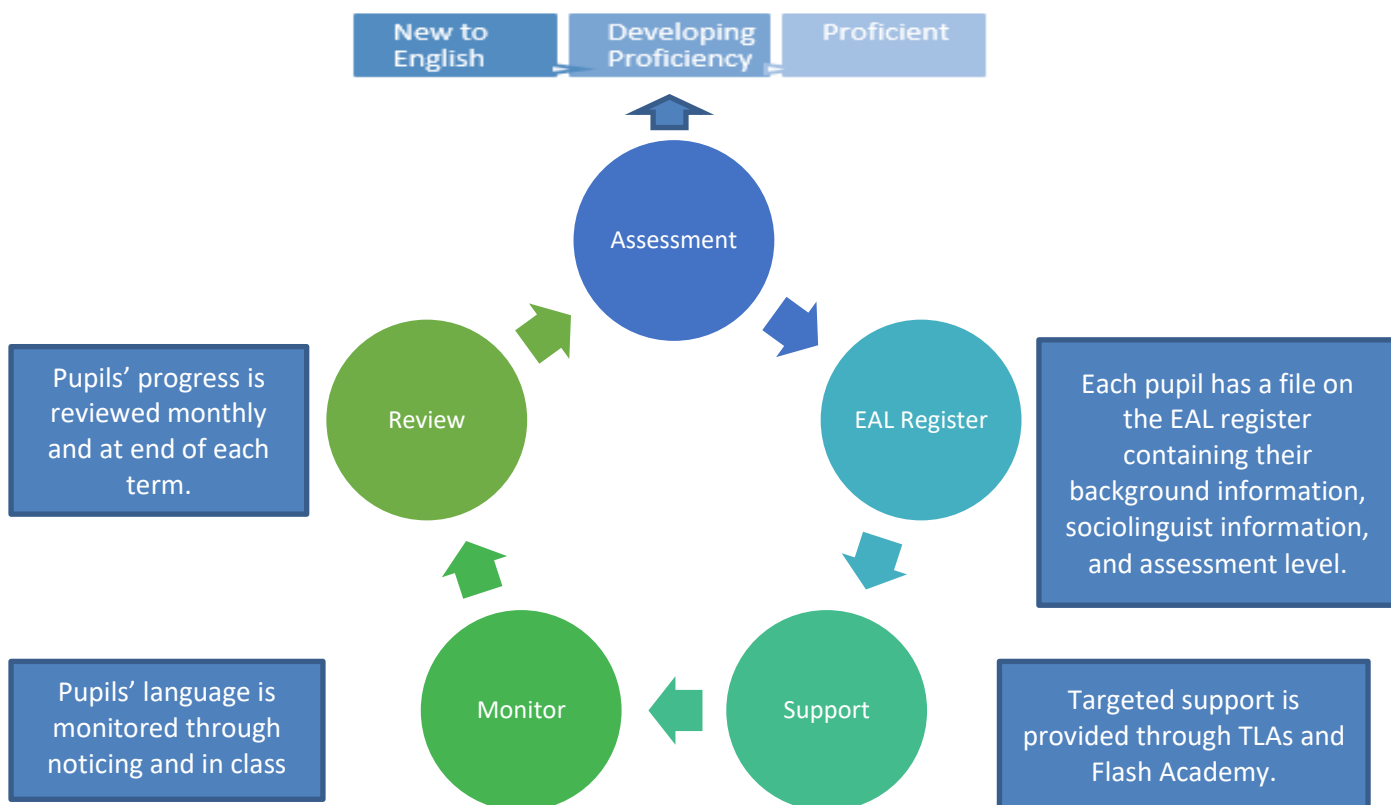
2.4 Subject and Class Teacher Roles and Responsibilities

- Being aware how English as an additional language is learnt
- Collaborating with the EAL specialist teacher for lesson planning and resource creation purposes
- Providing a supportive and inclusive learning environment for EAL pupils and encouraging their participation in class activities
- Implementing effective strategies for teaching EAL in subject specific areas
- Being aware of the language and literacy demands of classroom activities
- Adapting their teaching to meet the needs of EAL pupils, providing additional support and resources as required
- Being familiar with the EAL assessment framework
- Regularly assessing the language development of their EAL pupils and providing feedback to the EAL specialist teacher and Head of EAL monthly and termly

3. Planning, Monitoring and Evaluating EAL

Curriculum planning takes account of the needs of our EAL pupils by building on the pupils' previous experiences, cultural identity and linguistic background.

The EAL identification and support process follows the following route:

| New to English | Developing Proficiency | Proficient |

Assessment → EAL Register → Support → Monitor → Review → Assessment

EAL Register: Each pupil has a file on the EAL register containing their background information, sociolinguist information, and assessment level.

Support: Targeted support is provided through TLAs and Flash Academy.

Monitor: Pupils' language is monitored through noticing and in class

Review: Pupils' progress is reviewed monthly and at end of each term.

- Language proficiency targets are set for our EAL pupils based on their initial/ongoing assessment outcomes using **The Bell Foundation Assessment Criteria Framework**. "This framework provides an orientation for teachers and pupils as to each EAL learner's starting point, current level and potential development."
- The assessment determines each pupil's proficiency in reading, writing, speaking and listening and whether they are in the early acquisition stage, developing proficiency stage or proficient stage of English language learning.
- These assessments, along with detailed background information on each pupil, form the basis for the EAL Register.
- Bespoke support action plans, known as ILPs (Individual Language Plans) containing appropriate targets are devised and tailored to meet the unique language needs of each pupil. Language proficiency targets are reviewed at the end of each term by the EAL team and class teachers, and ILPs are revised or adjusted accordingly. Quantitative and qualitative pupil data is considered in this process to gain a holistic view. Feedback is provided to parents and opportunity to collaborate is encouraged.
- Individual pupil progress is monitored by the EAL team, class teachers and teaching assistants through 'noticing' (in class observation of language development) and class assessments. Pupils' progress is recorded by class teachers, and their ILPs (Individual Language Plan) are updated monthly on the EAL Register.
- Provision of EAL is overseen by the EAL department, with regular reviews with Heads of Department, Heads of Year, class teachers and teaching assistants on an ongoing basis.

4. EAL Teaching and Learning Overview

- Class/subject teachers plan collaboratively with EAL specialist teachers HTLAs or TLAs
- All teachers are trained in effective strategies for teaching EAL and are expected to use these strategies in their teaching.
- Classroom activities have clear learning objectives that are communicated explicitly, and use appropriate materials and support to enable pupils to participate in lessons.

- A focus is placed on both language objectives and subject content in lesson planning. Pupils are made aware of both the language and subject content.
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL pupils and is not reduced because the English language demand has been reduced.
- Learning progression moves from the concrete to the abstract, from procedural to conceptual.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Pupils have access to effective staff and peer models of spoken language.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use is made of drama techniques, role play, and technology.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation e.g. task based activities, group/pair work.
- Discussion is provided before, during and after reading and writing activities.
- Classroom space is arranged for optimal learning opportunities e.g. EAL pupils sit at the front, displays are clear and visible, the space is not over stimulating, and technology is used effectively.
- Specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support.
- Any withdrawal of EAL pupils agreed with parents is for a specific purpose, is time based and linked to the work of the mainstream class.
- EAL learners are encouraged to use their first language for learning e.g. use of bilingual dictionaries.
- Assessment methods across the curriculum are checked for inaccessibility and action is taken to remove or minimise any that are identified.
- Teachers, EAL specialist teachers and TLAs will regularly review and evaluate the effectiveness of their EAL provision to ensure that all pupils receive the support they need to succeed.

5. Additional Leaning Needs (ALN) and Higher Learning Potential (HLP) Pupils

- Through close monitoring, the EAL department, class teachers and TLAs ensure that EAL pupils are not over represented in ALN groups or underrepresented in HLP groups.
- EAL pupils who have identified ALN needs have equal access to Inclusion provision.
- The school recognises and supports EAL pupils who are HLP, even though they are not fully fluent in English, through the provision of tailored focus groups that foster engagement with challenging EAL material.

6. EAL resources

- The following specialist resources have been purchased to support EAL learners: EAL learning platform Flash Academy, online dictionaries, Talking Pen- Translation applications, Widget - Speech to text and text to speech applications – Animaker Subtitles and audio speed adjustment, including applications like Re-Wordify, Datayze readability analyser and Vocabkitchen to simplify texts. A central resource is being developed and can be freely access by the whole school community
- Staff in all departments and across the curriculum use a range of resources to support EAL pupils, such as: games, visual materials, differentiated worksheets, bilingual dictionaries, key word lists, audio visual materials, computer software, etc.
- General resources used for reading and writing activities are monitored for grammatical, lexical and cultural accessibility.
- Displays and resources across the school reflect linguistic and cultural diversity.

7. Admitting new pupils

7.1 General Admission Policy

Pupils will be considered as candidates for admission and entry to Brighton College Al Ain when the Application Forms have been completed and the Registration Fee paid. An offer of a place for admission and entry will be subject to the availability of a place and the pupil satisfying the admission requirements at the time, and can only be made by the College in writing to the parent(s) (or other legally appointed Guardian).

7.2 Process of admission for new arrivals

New EAL arrivals follow the same admission procedures as outlined in the General Admissions Policy. They will complete an entry assessment test and parents will complete an EAL questionnaire to determine what prior EAL provisions the pupil has received.

7.3 Considerations for EAL learners and their families

- The school makes sure that parents who are not familiar with the English education system understand the school's expectations of pupils and parents, including behaviour and rewards. This is done through the provision of opening days/evenings where parents are invited to visit the school and engage with the teachers and staff.
- The school establishes the pupil's linguistic competencies in different languages, their previous educational experience, special interests, and family and biographical background and home languages.
- This information is passed on to staff by the EAL department who will work with that pupil through the pupil profile
- The school operate a phased induction to meet individual needs of those that are new to Engli
- The school has a 'buddying' system with training and rewards for 'buddies'.
- The school provides a visual timetable for new arrivals.

7.4 Parents, Care Givers and the Wider Community

- Brighton College Al Ain continually endeavours to form and maintain strong links with parents, carers and the wider community.
- We ensure that the admission process and induction, assessment and support of new arrival pupils and their families/carers is welcoming.
- We ensure communications with parents and families are understood by the provision of a translator/interpreter at face to face meetings and the provision of translated letters home.
- We take account of parents/carers linguistic, cultural and religious backgrounds when developing home-school links.
- We provide parents with regular updates on the language development of their children and invite them to attend parent-teacher conferences to discuss their progress.
- We provide information and resources for parents to support their children's language development at home, including access to English language books and access to technology.
- We involve parents in school activities and events that provide opportunities for them to engage with the English language.

8. Staff Development

All teachers are EAL teachers. Brighton College Al Ain ensures that teachers across all subject areas feel confident and have the necessary skills and understanding to meet the needs of EAL pupils and help them reach their full potential by:

- Encouraging staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.
- Providing a programme of regular INSET (In-service Education and Training) which includes a focus on EAL pupils.
- Ensuring the School Development Plan incorporates action plans and reviews relating to raising the achievement of all EAL pupils.

9. Review and Evaluation Policy

This policy will be reviewed annually by the Heads of Schools and the EAL Department.

This EAL policy is designed to ensure that all pupils, regardless of their background or prior experience of learning English, receive the support they need to succeed in their academic studies and become confident, effective communicators in English. The school will work collaboratively with parents, pupils, and staff to create a supportive and inclusive environment for all our EAL students.

References:

1. DfE Schools, Pupils and their Characteristics July 2020)
2. Evans, M., Jones, N., Leung, C. & Liu, Y. (2015). EAL assessment and evaluation framework. NALDIC Quarterly, 15(2), 4–7.
3. https://www.bell-foundation.org.uk/eal-programme/guidance/school-policies/

10. Approved by

Policy to be reviewed and checked annually by the Head Master.

On behalf of the College Oliver Bromley-Hall –Head Master

On behalf of the Board of Governors Craig Lamshed - General Manager, Bloom Education

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Policy Created	KRO	Oct 2024

Brighton College Al Ain's Policies and Guidelines

Brighton College Al Ain policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice. At the time of writing, policies aligned with the following:

- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.