



English as an Additional Language (EAL)

The term 'EAL' refers to students for whom English is not the first language. Any student that speaks a language in addition to English at home falls into the EAL category. This means that it includes children who were born in the UK and speak English fluently, if they also speak another language at home. In addition, it includes recently arrived immigrants/refugees who speak no English at all.

These students come from a wide range of backgrounds and contribute to the cultural heritage and diversity that greatly enriches the Beacon High community. Their experiences inform and inspire teaching and learning across the whole school. Beacon High is committed to making appropriate provision of teaching and resources for students for whom English is an additional language.

The EAL Department identifies individual students' needs at the earliest opportunity, while recognising the skills they bring to the school and ensuring equality of access to the whole curriculum. We aim to ensure that all EAL students are able to:

- Use English confidently and competently
- Use English as a means to learning across the curriculum
- Where appropriate, make use of their knowledge of other languages.

The main aim of the EAL department is to support students for whom English is an Additional Language, in order to facilitate their access to the mainstream curriculum. We offer language support to those at an early stage of learning English, as well as to students who have more advanced language skills. This support takes a variety of forms: Initial assessment EAL students are given an initial assessment of their level of English fluency/CEFR levels which then informs the type of support they would be given. Please refer to the CEFR attachment for a detailed explanation of the levels.

Induction

Our Induction scheme at Beacon High is currently separated into three tiers, this is to allow EAL students with low proficiency, who need longer in Induction before transitioning into mainstream the opportunity, to gain as many foundation language skills as possible. The scheme is comprised of an induction programme for any student new to the country and on entry who has no or very little English.

The programme focuses on the curriculum subjects and is designed to introduce key concepts, vocabulary, stimulate prior knowledge, build on learning in their mother tongue, develop literacy and Oracy in English and enable students to practise language in a risk-reduced, supportive environment. Collaborative learning is thus the key feature. Please refer to the Induction attachment for a detailed explanation of the stages.

In-Class Support

In-class support can vary between focusing on an individual learner, to full partnership teaching with the subject teacher. In practice, it usually involves a combination of approaches. Identified students are primarily supported in their mainstream classes with the subject teacher. However, withdrawing students from lessons as part of in-class support is sometimes desirable to prepare students to cope with a relatively difficult task; reinforce or extend prior learning or to equip the student with specific language skills. This necessary support addresses the Basic Cognitive Academic Language needs of our EAL students.

EAL English Literacy Sessions

KS3 and KS4 EAL students, at various stages of language acquisition, receive language enrichment lessons once a week where grammar and language are explicitly taught.



At KS4, we ensure that students are given additional support in keeping with the English curriculum to strengthen students' skills with regards to GCSE assessments via an academic English course/grade booster session to stretch high-attaining EAL students.

LEXIA

LEXIA is an online reading programme which supports the development of KS3 & KS4 EAL students' reading skills in English (including reading for meaning), as well as helping them to learn spelling patterns and pronunciation. The reading software offers students the opportunity to learn to read through phonology, vocabulary and comprehension. Students have their own login details and can access the programme at home. Parents are informed of the programme and its benefits and encouraged to support their child in using the programme.

LEXIA has its own assessment system which enables us to track student progress and guide students. We use both LEXIA Core 5 and Power Up Literacy ensuring that we can meet the needs of all students effectively.

Exam Preparation and Special Arrangements

At KS4, the EAL team further support students with English as an additional language by providing provision to support students both in English lessons and across the curriculum areas. The team teach students the skills they need to develop their reading, writing and use of academic language. This support option follows the AQA GCSE English Language and English Literature syllabus and is designed to support the work students complete in their English classes. We work on both language and subject content with a focus on maximising students' success in the examination.

Curriculum areas are supported with writing and differentiating papers, revision booklets, study skills support programme and exam revision workshops. Also, in public exams, identified students may be allowed extra time, and have access to a bilingual dictionary. Monitoring and evaluation of

EAL Student Progress

In order to ensure that progress is being made, targeted EAL students are regularly assessed and targets are set in accordance with the Common European Framework of Reference (CEFR).

Students make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are attached to this form as descriptors to be applied on a 'best-fit' basis. Progression from Stage A to Stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

School staff, parents and students need a common understanding of the stages of progress made in learning EAL. The focus continues to be the four skills of Speaking, Listening, Reading and Writing.

Community Languages

There are many different languages spoken at Beacon High; this enriches our school community.

The most common achievement for the Community Languages GCSE is a 9/8 (A*) or 7 (A) grades. However, choosing to complete a Community Language GCSE is an extra subject and will not replace any of the elective subjects currently studied within the school's daily timetable. It is also important to note that in order to be successful in any of the Community Language GCSEs, the students must be competent in English as well.

Over time, Beacon High has encouraged in its EAL students a resilience that has been demonstrated by the department itself, proving by its very existence that determination is a real factor in attaining success.

Useful Links & Resources for EAL



Here are some websites with games and activities to help your child with their English:

Please click on the links below:

- British Council - Learn English
- ESOLcourses.com
- ESOL - Free English lessons
- BBC World Service-Learning English
- English Club
- Vocabulary
- www.usingenglish.com
- www.englishspace.ort.org/launchpad/about_what_is.asp
- www.eslgamesplus.com
- www.bbc.co.uk/newsround
- www.bbc.com/bitesize/levels/z98jmp3
- Lexiauk.co.uk