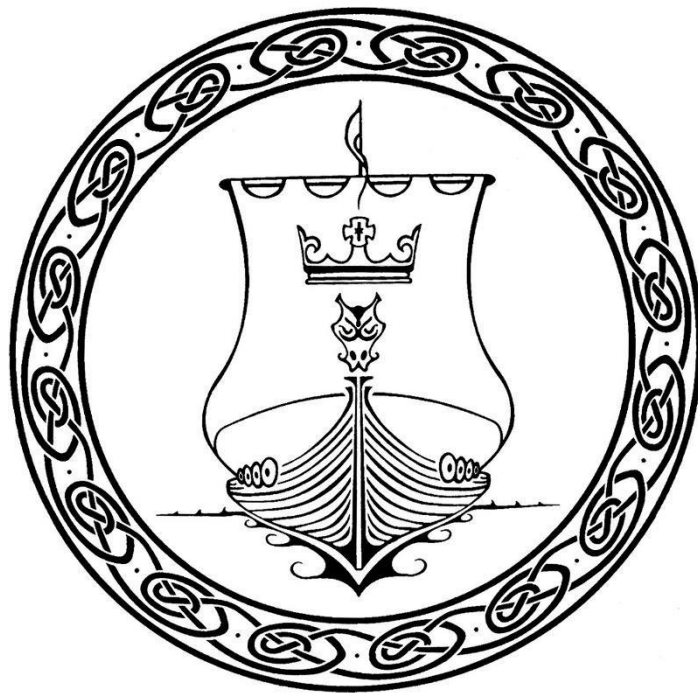




**Queen Elizabeth II High School**  
**English as an Additional Language (EAL) Policy**



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## **Introduction:**

This Policy is concerned with bilingual<sup>1</sup> learners (hereafter referred to as bilingual EAL learners) at Queen Elizabeth II High School who have a home language other than English. These may fall into one of the following groups:

- British citizens from minority families normally resident in the UK, arriving in EYFS (Early Years Foundation Stage) with limited English, then learning fast, but continuing to need language-aware teaching for many years. (The later they arrive in Primary, then the longer the need for language-aware teaching).
- Refugees arriving with no English, having had disrupted lives/limited education and limited opportunity to develop literacy skills in their own language.
- Children of economic migrants, arriving with schooling, knowledge and skills developed to age-appropriate level but in a different education system, with a different knowledge base and different expectations.
- Speakers of languages related to English, using similar grammatical systems and broadly the same writing system.
- Speakers of languages very different from English with different scripts.
- Learners already using English or a variant of English.

## **Legal requirement**

The Equality Act 2017 includes as a protected characteristic 'race and ethnicity'. This policy should be read in conjunction with the legislation and is intended to ensure that bilingual learners are treated fairly and not discriminated against.

## **Statement of Intent:**

Staff at the Queen Elizabeth II High School carry out their responsibility to bilingual learners in promoting their entitlement to equal access to the Manx National Curriculum, other school activities and in the achievement of their academic potential.

## **Underlying Principles:**

- All bilingual learners are entitled to the full range of statutory educational services.
- All bilingual learners are entitled to equal opportunities of educational success.
- Bilingualism/multilingualism is an achievement which is educationally enriching.
- Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of bilingual EAL learners are not identical nor are they mutually exclusive. Some EAL learners may have an additional educational need. Many will not.

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<sup>1</sup> Bilingual - the term is currently used to refer to pupils who live in two (or more) languages, who have access to, or who need to use two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages (cited in Hall, D, 1995 – Assessing the Needs of Bilingual Pupils, London, Fulton).



### **School Objectives:**

- To ensure that all bilingual EAL learners participate in and gain access to mainstream education.
- To support bilingual EAL Learners attain attainment levels appropriate to their intellectual ability.
- To assess and monitor progress in the acquisition of English as an Additional Language for all bilingual learners.
- To promote partnership teaching and other appropriate methods of supporting bilingual EAL learners.
- To provide advice for subject/class teachers/support staff in strategies that will address the needs of bilingual EAL learners.
- To develop resources, including home language materials that will enhance the linguistic skills and conceptual understanding of bilingual EAL learners.
- To develop home/school/community links.

### **Head Teacher and Senior Team Responsibilities:**

The Head Teacher and Senior Team should ensure that the needs of bilingual EAL learners are identified and provided for. Part of the school monitoring and review should include monitoring of the attainment and progress of bilingual students.

The Head Teacher and Senior Team should ensure that bilingual EAL learners are integrated into mainstream education.

### **Teaching staff**

All teachers and support staff are responsible for ensuring that bilingual learners in their classes are given support in their learning.

### **Assessment**

It should be recognised that bilingual EAL learners can make rapid progress in acquiring English but also to be fully competent in the use of academic language for learning can take up to 10 years (*see Collier '97*). The level of competency (particularly of literacy) in the home language(s) directly affects the time taken to acquire English as an additional language.

Careful assessment should be undertaken by EAL support staff to ensure that the learning needs of all bilingual EAL learners are met.

Assessment is carried out according to the initial test defined by the EAL Team to classify pupils according to competence in English. These identify need and contribute to defining the level of support provided for pupils.

Assessment in home language will be carried out by the EAL Co-Ordinator/EAL Advisory Teacher where possible and deemed appropriate.

Other assessment should comply with procedures used for all other pupils in the school concerned, e.g. NC Levels.



Care should be taken to ensure that assessment is not culturally biased against pupils from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups.

Care should be taken when assessing bilingual EAL learners who might also have Special Educational Needs (SEN). The numbers of these pupils should be in the same proportion as found in the monolingual population.

### **Curriculum Planning**

All pupils have curriculum learning needs; bilingual EAL learners also have language learning needs. Language is best learned in a meaningful context - the mainstream classroom.

The richness of linguistic diversity should be celebrated through the curriculum and bilingual EAL learners should be encouraged to use their home language in the learning environment.

Knowledge and understanding of other cultures can be enhanced for indigenous pupils by drawing on the experiences of bilingual EAL learners and integrating them into the curriculum.

### **Teaching Process**

EAL Co-Ordinator will support bilingual EAL learners in their learning of English across the curriculum in partnership with subject /class teachers.

### **Conclusion**

The best progress in language learning is made when subject/class teachers and EAL support workers work closely together and with the co-operation of the pupils themselves and their parents.

It is evident that the progress of bilingual EAL learners is significantly influenced by school and community ethos and by teacher attitude and expectation. It is therefore important that Queen Elizabeth II High School values and celebrates cultural and linguistic diversity.

This policy should be read in conjunction with [“English as an Additional Language \(EAL\) Provision at QEII”](#) and the following:

#### **Statutory Framework:**

- 2001 Education Act Isle of Man
- 2004 Race Relations Act Isle of Man
- 2017 Equality Act Isle of Man

#### **School Policies**

- Equal opportunities and Inclusion Policy
- Communication Policy
- Curriculum Policy
  - Examinations Policy

Date of Last Review: January 2023 JCO

Date of Next Review: January 2025