



1. Ethos and Values

Our overriding aim is to enable all of our students, across the age and ability range, to achieve their potential both academically and personally; to achieve an all-round education; to be given equal opportunities to develop their talents and abilities to the full. This applies to every student, regardless of their language background and proficiency.

Achieving these aims is a collective responsibility shared by all Rochester Independent College (RIC) staff. Being aware of the linguistic repertoires of our students and providing opportunities for language support and development where it is needed in a positive and effective way rests on a whole-College approach in which all teaching staff take responsibility for meeting the individual needs of all students. RIC college staff are committed to providing an environment which enhances the learning opportunities of all students.

Support for Languages

We recognise that language is an integral part of a student's identity. Therefore we understand the importance of supporting a student's whole 'linguistic repertoire', including home languages, heritage languages, dialect varieties, languages of education both at and prior to joining the college and languages of acquisition.

Although English is the main language of education and daily life in the college, as well as being an important language in the UK, we acknowledge the need to embrace and endorse a multitude of forms, varieties and functions of language. Many languages coexist within the RIC community and all are valued equally.

We aim to empower students to employ their whole linguistic repertoires in their learning and support a multilingual approach to pedagogy. We provide an enriching environment where every student is empowered by language both in education and self-expression and recognise the significant positive impact this can have on well-being.

Awareness of Need for English Language Support

As most subjects are taught in English, we also understand that it is vital for our students to have a strong grasp of English in order to access the curriculum and achieve their highest potential both academically and personally. Therefore, for speakers of other languages, we aim to provide robust, holistic support for English language development throughout their time at the college. This approach aspires to promote additive multilingualism and linguistic ambidexterity, while simultaneously enhancing English proficiency.

2. Aims

Our EAL policy aims to:

1. Set out how our school will support and make provision for pupils with EAL support needs
2. Explain the roles and responsibilities of everyone involved in providing support for EAL students

The policy aims to ensure:

- That all RIC staff are aware of their roles and responsibilities with reference to support for EAL students
- That all students have access to a broad, balanced and relevant learning experience, as well as holistic pastoral care
- a supportive college environment in which linguistic diversity and language development is respected, celebrated and supported by staff, parents/guardians, students and outside agencies

RIC will ensure that these objectives can be met by providing staff with clarity as to expectations in the following areas:

- identification
- assessment and record keeping
- differentiation and support

Roles and responsibilities for coordination of the EAL Policy

Responsibility for coordination, monitoring, implementation and development of the EAL policy rests with the Senior Leadership Team (SLT).

They will:

- Work collaboratively to determine the strategic development of the EAL policy and provision in the college
- Have day-to-day responsibility for the operation of this EAL policy and the overall co-ordination of provision to support pupils with EAL support needs
- Provide guidance to colleagues and work with staff, parents, and other agencies to ensure EAL learners receive appropriate support and high quality teaching
- Ensure that the school meets its responsibilities under the Equality Act 2010 with regard to language support.
- Ensure the school keeps the records of all pupils with EAL support needs up to date

The Principal

The Principal is Alistair Brownlow (Alistair.brownlow@rochester-college.org.uk)

The Principal will:

- Work with the Senior Leadership Team to determine the strategic development of the EAL policy and provision in the college
- Have overall responsibility for the provision and progress of learners with EAL support needs

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working with the Assistant Principal (International), EAL teachers and personal tutors to support the progress and language development of EAL students
- Ensuring they follow this EAL policy

3. Definitions

EAL: English as an Additional Language refers to learners who do not view English as one of their primary/first/native languages or who do not identify as 'English as a first language' speakers

Flexible multilingualism: Reflecting the dynamic reality of multilingual practice, with its flexible movement across and between languages (Creese 2011)

Linguistic Repertoire: All of the language resources used by an individual speaker to communicate and make meaning across different aspects of his or her social world. (Garcia and Wei 2014)

Multilingual: Refers to an individual's use of more than one language for communication across different aspects of their social life, regardless of proficiency (Wei 2010)

4. Identification of Learners in Need of EAL Support

As part of the application process to the college, information is gathered regarding an applicant's linguistic repertoire, language background and English language proficiency. This is done initially through the application form and interview. If the student is local to the college, this interview will be conducted in person, but for international students abroad it will be conducted online through video call. For students for whom English is not a first or main language, further information will be collected to evaluate the students level of English and inform any EAL support needs. This may be done through

standardised testing such as the Duolingo Test of English, IELTS, TOEFL or other diagnostic tests. Visa sponsored students will be required to meet the English language requirements as prescribed by UK Visas and Immigration. With the exception of visa sponsored students, the main purpose of English language testing is diagnostic rather than selective. It allows the college to provide the best advice as to a student's programme of study and to best prepare for their support needs prior to arrival.

5. Recording and Monitoring of EAL Students

Students who are identified during the admissions process as having EAL support needs will be added to the EAL register on ISAMS and arrangements will be made to support their language learning needs when they join the college. RIC staff are therefore able to see information regarding the EAL support needs of the students they work with and are responsible for making sure they are appropriately supported to access the curriculum and other aspects of college life. Maintenance and communication of the EAL register is the responsibility of the Assistant Principal (International).

Results of diagnostic English tests are also shared with the EAL teachers and personal tutors for EAL students, to help ensure appropriate support.

6. Provision of EAL Support

Students identified as having EAL support needs may be supported in a number of ways, depending on their individual circumstances. Those whose level of English language competence may significantly impact their learning and achievement, will be required to take EAL classes, alongside their GCSE or A-Level subjects. These classes are delivered by our two EAL teachers and aim to develop students' general, academic, exam, life and study skills through a communicative approach that encompasses the 4 skills of reading, writing, listening and speaking. Year 12 students typically receive 6 hours of EAL support per week. Year 13s typically receive 8 hours per week. Lower school EAL students receive EAL support as is appropriate. EAL Students' English proficiency is evaluated regularly by the EAL Teachers to ensure that they are receiving the most appropriate support and development for their language skills and reports are shared with students, parents and guardians regularly.

Our EAL teachers also liaise closely with personal tutors, subject teachers, members of the boarding team etc and may offer additional, individual support where appropriate. The work of the EAL teachers is supervised by the Assistant Principal (International).

For students for whom English is not a primary language, but who do not require formal EAL classes, support is coordinated through the personal tutor who liaises with class teachers, the Assistant Principal (International) and the EAL team.

Additional English Language Support in Boarding

All boarding students have access to evening sessions of supervised study in Study Club (Monday-Thursday) where they can receive additional support with homework or assignments.

Furthermore, EAL students are actively encouraged and supported by the boarding and pastoral team to get involved in a range of extra curricular activities to help strengthen their communication skills, confidence and to learn about life in the UK.

7. Staff and Staff training

Teachers are responsible and accountable for the progress and development of all of the students in their classes, including students with EAL support needs. High quality teaching, differentiated for individual students, is the first step in responding to the needs of such students. Additional support and intervention cannot compensate for a lack of Quality First Teaching (QFT); RIC regularly and carefully reviews the quality of teaching for all its students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to support EAL learners and promote language acquisition through both individual and group level CPD. Teachers can liaise with the EAL teachers and/or Assistant Principal (International) for advice and guidance.

8. Support for Other Languages

As set out in Section 1, RIC acknowledges that many of its students are multilingual and users of languages other than English. We also understand that, in order to holistically support our students in terms of their learning, personal development and wellbeing it is essential that we recognise, foster and celebrate the diversity of their whole linguistic repertoires.

The college does this in a number of ways:

- Options to study languages other than English both as GCSE and A-Level subjects
- Organisation of cultural and extra-curricular events both in the college and in boarding which allow our students to celebrate and share other aspects of their linguistic and cultural identities
- Fostering an inclusive environment in academic and college life in which students and staff can use both English and other languages for communication and learning.

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