



WELFARE FOR EAL PUPILS

General Statement of Intent

All EAL pupils at Riddlesworth Hall, regardless of age and ability, should be provided with the necessary support to access all areas of the School curriculum, and should be encouraged to integrate as fully as possible within the school community – both during the school day and boarding time. It is desirable that they leave Riddlesworth Hall not only with enhanced English language skills and wider vocabularies but also a greater appreciation of English life and customs and some familiarity of the British Isles.

Initial assessment

Assessment of EAL pupils normally takes place prior to their acceptance at Riddlesworth Hall. This takes the form of a range of exercises designed to assess their reading comprehension and writing skills as well as their grammatical competence. This initial assessment is further supported by their school reports and grades.

Shortly after arrival EAL pupils in years 5, 6, 7 and 8 sit appropriate assessments for their age.

These assessments test pupils on a variety of grammatical structures, question forming and reading comprehensions. In addition to this pupil has an informal oral assessment to ascertain their level of oral fluency and pronunciation in English. Each pupil is also asked to compose a letter about him or herself giving details of their families, homes, hobbies, what they have done in the holidays and so forth. Such a letter highlights the strengths and weaknesses of a particular pupil and will aid target setting. These results are in accordance to the CEFR (Common European Framework)

<http://www.cambridgeenglish.org/exams/cefr/>. Younger EAL pupils (year 3, 4 and 5) sit tests which assess the four main skills of reading, listening, speaking and writing. They are also given a brief oral assessment to ascertain their level of oral fluency and pronunciation in English.

Further assessments

EAL pupils in years 6 and 7 complete regular short assessments during the course of the school year and a more rigorous assessment towards the end of the summer term. The major assessment comprises an oral assessment and examination papers testing reading and aural comprehension skills, grammatical competence and writing skills.

Long term EAL pupils sit the CAT4 (Autumn term), G. L Assessment tests in order to establish their reading, spelling and maths ages. This is useful information as their cognitive ability may well be masked by their lack of competence in English.

Throughout the academic year, year 8 EAL pupils complete regular Teacher assessments. These may include a recorded oral test, listening and reading comprehension exercises, some directed writing and a grammar assessment.

More able EAL pupils may be given the opportunity to sit certain C.E. styled papers.

EAL pupils will be reassessed at regular intervals and at the end of their stay with us. Records are kept by the Head of EAL

EAL Provision and materials

EAL pupils receive regular lessons throughout the week and are set daily EAL Preps. All EAL pupils follow a variety of Longman, Macmillan and Cambridge University Press resource books, which provide them with a solid grounding in English Grammar, a wide range of vocabulary and idioms in a relevant context for their age.

EAL books also contain a variety of task-based activities, songs and authentic dialogues for pronunciation practice. Directed writing and mini cultural projects also form an integral part of the series. Pupils complete a range of comprehension and grammatical tasks.

In addition to this EAL pupils complete units in their individual grammar workbooks and have individual reading books.

A variety of other EAL resource books and textbooks are used on a regular basis to stimulate class discussion and to widen vocabulary. Pictures from newspapers and magazines can prove extremely stimulating and provide a good starting point for written work or promoting critical thinking.

ICT is used for consulting websites, grammar practice exercises (e.g English Grammar in Use) and project work. Pupils are strongly encouraged to adapt text that they locate online and to beware of copying and pasting chunks blindly onto their documents. It may also be used for pronunciation practice.

Cross – Curricular support

Specific advice is provided for members of staff for EAL pupils as and when needed and from the head of EAL, and when available, the EAL teacher provides in-class support during subject lessons.