



Policy:	<i>EAL POLICY</i>
Applies to:	<i>Warwick Senior School Pupils</i>
Authors:	<i>EAL Coordinator</i>
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Signed:	<i>Mrs A Albrighton – EAL Coordinator</i>

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

### Aims

The overall aim of the EAL Department is to give pupils whose first language is not English the linguistic ability and confidence to manage their studies, activities and social interactions while they are at Warwick School and play a full role within the community and beyond. We are very proud at Warwick to be able to welcome a number of pupils whose first language is not English but predominantly Mandarin or Cantonese. Recognising that the successful acquisition of English is integral to the emotional well-being and academic success of each pupil, we seek to foster the development of each individual whatever their language level and experience. Ensuring that when they leave Warwick School they are equipped for the next stage of their academic career, as confident, responsible, articulate and considerate individuals. Warwick School firmly believes that language develops best when used in purposeful contexts across the curriculum and that effective use of language is crucial to the teaching and learning of every subject. Therefore, we aim for the language demands of learning tasks to be identified and planned for, with attention to both initial access and extension, in every lesson. Staff are fully committed to fostering links throughout the school to maximise achievement and in short, meet the individual linguistic needs of each pupil. In doing so we aim not only for excellence but the provision of a language for life.

### Delivery of EAL

At Warwick, our approach to the delivery of EAL is holistic, with each pupil at the very centre of his language-learning experience. EAL is seen both as a discrete subject in its own right and as a process of language acquisition across the curriculum.

The majority of international pupils that join the school will indeed, need no extra assistance with their English. Some pupils do find on arrival however, the English language challenging and that their inability to express their thoughts with clarity and nuance can hamper their achievement and progress. These difficulties are usually flagged up through admission testing and an initial placement test on arrival, but any class teacher may refer a pupil to the EAL Coordinator if they are thought to be having difficulty.

Pupils identified as requiring EAL support in Years 7 and 8, depending on need, will often be withdrawn from Latin. This is in line with the Curriculum Support department's policy of provision for SEND pupils.

Year 9 (together with Year 10 and year 12) are the main points of entry for boarders and thus EAL provision is provided extensively from Year 9 onwards. In Year 9, depending on need, most EAL pupils will not attend lessons in a modern foreign language but rather receive additional EAL teaching in this time. Some pupils may also require in lesson support.

In years 10 and 11 EAL pupils may, where deemed necessary, not proceed with first language English GCSE and instead will receive additional EAL teaching and support in this time, with the aim of achieving in the Edexcel ESL IGCSE and working towards an IELTS qualification during their Lower Sixth (year 12) year.

All EAL pupils in Year 12 are expected to take the IELTS qualification for university. Specialist teaching is provided as part of the Activities programme. Where it is deemed necessary, some pupils in the sixth form will receive additional support in their wider studies.

**Specialist Lessons**

Taught EAL lessons enable pupils to study a course tailored to their level of English and learning needs whilst also receiving subject focused support. Such sessions are designed to support the wider curriculum and concentrate on the acquisition of language skills and key vocabulary through continuing work that has been set in lessons. Reading is strongly encouraged at all levels of study in order to develop language skills in an autonomous fashion and the EAL Coordinator works closely with the Head Librarian to facilitate access to appropriate reading materials. All pupils are encouraged to develop opinions and general knowledge with an emphasis on critical thinking. The key areas of reading, writing, listening and speaking are integrated at every level of the EAL programme.

Within the context of EAL provision, we strive to know the pupils individually. We endeavour to provide them with an outstanding teaching and learning environment. We provide them with the linguistic skills which will enable them to access the language needed for all the curriculum and broaden their horizons beyond the classroom in employment and society. We give them the language to enhance their involvement in the arts: literary, dramatic, artistic and musical. We encourage them to develop confidence in their spoken language to be able to interact effectively within and serve the wider community.

In seeking to foster their Curiosity, Creativity, Courage, Perseverance, Responsibility and Humility at every stage of their language development, we aim to provide the pupils in our care with a first-class experience of English which will equip them for Life.

**Overview of Curriculum and Examinations**

**EAL at Warwick School within the Common European Framework of Reference for Languages**

Year Group	Common European Framework of Reference for Languages	<u>Resources and qualifications</u>
Year 9:	A2-B1: Independent User Intermediate –Upper Intermediate	EAL specific support in class and adapted materials etc. where needed  EAL lessons: NGL Perspectives Intermediate- Upper Intermediate Courses alongside curriculum wide support and preparation for the necessary GCSE syllabuses
Year 10:	B1-B2: Independent User Upper-Intermediate	English Language Teaching:  Edexcel ESL IGSCCE combined with:  NGL Perspectives Upper Intermediate Course (preparation for IELTS)  EAL specific support in class where needed  Curriculum wide support sessions

Year 11:	B2-C1 Independent-Proficient User Upper Intermediate- Advanced	English Language Teaching:  Edexcel ESL IGCSE combine with:  NGL Perspectives Upper Intermediate-Advanced Course- (preparation for IELTS)  EAL specific support in class where needed  Curriculum wide support sessions
Year 12 Lower 6th	B2-C1 Independent-Proficient User Upper Intermediate-Advanced	IELTS Preparation: NGL Perspectives Advanced Course  Speaking, Listening, Reading and Writing, exam taken usually in March, sometimes earlier in cases of exceptional ability  Specific EAL support as required
Year 13 Upper 6th	C1-C2 Proficient User	IELTS as required Specific EAL support as required

### **The Role of EAL Coordinator**

In addition to the delivery of specialist English language teaching, the EAL Coordinator compiles a short 'pupil profile' for every pupil on the EAL register, which is available to all teachers and staff through the ISAMS database. This includes general language background, assessed level of English, advice on targeted strategies and indicators of where challenges might arise. This allows for teachers to carefully manage EAL needs within the classroom context. Further support and training are also provided to teaching staff, reinforcing the notion that all teachers are teachers of the English Language, irrespective of subject specialism. The EAL Coordinator makes regular termly reviews of those on the EAL register and reads the reports of boys who are on the EAL register to ensure that provision is effective for each individual whether they receive specific EAL support or not.

### **Links with Parents, Boarding Houses and the Warwick School Foundation**

Integral to the happiness and success of each EAL pupil, is the relationship between the EAL Coordinator, parents and the Boarding community. Every effort is made to foster communication with parents, obviously in the main by email; however, any opportunity to meet with parents is warmly welcomed. Excellent relations exist with the house parents of School House and Way House; close collaboration especially on matters of personal matters of concern, academic and pastoral, is key to the welfare of all pupils.

The EAL Coordinator works collaboratively with colleagues elsewhere in the Foundation when required, in the sharing of resources, teaching ideas and training. Should a pupil whose first language was not English transfer to the Senior School in Year 7, his progress would be carefully monitored and an appropriate course of study set up according to need within the department.

### **Curriculum for EAL Pupils**

Where a reduced curriculum is followed to focus on linguistic development in English up to Year 11, alternative provision may be provided to non-exam level in different curriculum areas (for example additional music performance).

### **GCSE and A Level First Language Examinations**

The school provides the opportunity for those EAL pupils who wish to sit an examination in their native language to do so at the appropriate time.