



## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

**Warwick Junior School and Warwick Senior School**

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## **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. 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 student. 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 their own 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 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, initial in class observations and a placement test in the second half of the term they arrive in. However, 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 will often be withdrawn from Latin. This is in line with the department's policy of provision for SEND pupils. In addition, EAL pupils entering the school in Year 8 may not be able to access a second MFL having not already studied MFLs, this time can then be timetabled as EAL.

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, some EAL pupils will not attend lessons in a modern foreign language but rather receive additional EAL teaching at this time. Some pupils may also require in lesson support.

In years 10 and 11 EAL pupils may, where deemed necessary, also require some in lesson support in language heavy subjects.

EAL pupils in Year 12 have the opportunity to take the IELTS qualification for university if they do not already have an appropriate English Language qualification. Specialist teaching is provided as part of the Activities programme. Where it is deemed necessary, some pupils in the sixth form will receive additional 1:1 support in their wider studies and further IELTS tuition, during their private study time.

## **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 hope to give them 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 Qualifications

#### **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 for in class learning and adapted/supporting materials where needed  EAL lessons: An internal course that aims to equip pupils with necessary basic grammar skills, foster vocabulary acquisition as well as introduce pupils to the necessary cultural capital required to study GCSE subjects such as Geography History. FBV’s are also embedded within this course.  Key Resources: OUP Get It Right <i>Boost Your Vocabulary</i> workbooks and OUP Get It Right <i>Spelling, Punctuation and Grammar</i> graded workbooks. Penguin EAL Readers and OUP Rollercoaster books.
Year 10:	B1-B2: Independent User Upper-Intermediate	No specific English Language teaching.  EAL-Specific support in class where needed  Some curriculum-wide support sessions/private study sessions

Year 11:	B2-C1 Independent-Proficient User Upper Intermediate- Advanced	No specific English Language teaching.  EAL-Specific support in class where needed  Some curriculum-wide support sessions/private study sessions
Year 12 Lower 6th	B2-C1 Independent-Proficient User Upper Intermediate-Advanced	IELTS Preparation:  Speaking, Listening, Reading and Writing. Test is usually taken in the Easter/Summer of year 12, sometimes earlier in cases of exceptional ability.  Specific EAL 1:1 lessons, as required
Year 13 Upper 6th	C1-C2 Proficient User	IELTS tuition 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 provides in-lesson support and manages the EAL register. This includes general language background, assessed level of English, advice on targeted strategies and indicators of where challenges might arise. This allows teachers to carefully manage EAL needs within the classroom context, with a focus being on vocabulary building and explicit language modelling under the terms: Useful Language and Language Function. 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 pupils 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, especially with the Junior School. With increased numbers of pupils with EAL within the Junior School, it is now the case that the EAL Coordinator provides some specific pupil support- when the time is available.

### **Curriculum for EAL Pupils**

The majority of EAL pupils also register as International Pupils and are able to access the International Pupil Pathway. This is designed to enhance these pupils' choice at GCSE level, allowing for individual specialisms to be catered for, as well as ensuring that their English Language needs are met.

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

The school provides the opportunity for those EAL pupils who wish to sit an examination in their first language to do so at the appropriate time, if an appropriate examination is available in said language.

### **Appendix to WS EAL Policy**

#### **Pupils with English as an Additional Language at Warwick Junior School**

At Warwick Junior School we follow the aims of the overall Warwick School EAL policy. This Appendix sets out the process for identifying and supporting pupils with English as an Additional Language from when they enter WJS.

Boys with EAL may enter WJS in any year group, from Year 3 to Year 6. Currently (2023-24) there are 15 out of 246 pupils in the school with EAL. Information on the level of English for boys with EAL starting at WJS will come initially from entrance tests, information received from their parents, their previous school and from the standardised tests (including the PTE, NGRT and SWST) taken in September by all WJS pupils, together with teacher and Form Tutor observation in class and social situations. Young children usually make rapid progress in their comprehension of spoken and written English when they are immersed in the language, as in the classroom and school environment, and will become more confident speaking over time. Taking part in regular routines, such as completing Reading Records and learning weekly spellings are as beneficial for EAL pupils as for non-EAL ones. Thus, the majority of WJS EAL pupils remain with their peers in lessons, with suitable strategies used by the teacher to ensure that the language is not a barrier to learning progress.

All WJS teachers have received INSET in teaching children with EAL from the WS EAL Coordinator; in most cases boys can be helped by the class/subject teacher to access the learning successfully, for example by:

- Pre-teaching vocabulary
- Visual glossaries
- Clear explanation of subject-specific vocabulary (which will benefit all learners, not just those with EAL)
- Being mindful of possible sources of confusion: homophones, homonyms, words with different meanings in different contexts eg source of information, source of the River Thames
- Checking for understanding using CCQ's (concept checking questions)
- Being mindful of the pupil's cultural background, and cultural knowledge in relation to the curriculum

Teachers should consult with the WJS SENCO and WS EAL Coordinator regarding pupils who they believe may need further support with their English. The level of need will be assessed by the EAL Coordinator in discussion with the Form Tutor and, where this is not the same person, the English teacher. Appropriate support can then be provided, ranging from guidance for the teacher, in-class support or 1:1 sessions with the EAL Coordinator. The aim is always 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 Junior School and to play a full role within the community and beyond.