



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Whitgift School's EAL Policy is designed to help those bilingual or multilingual learners who have a native language other than English and who need additional support in English in order to pursue their studies effectively. Throughout this policy these students are referred to as EAL. Some children who speak English, whose parents speak English and are bilingual may, because of their bilingualism, require staff to be vigilant of their communication, language and literacy needs.

EAL students at Whitgift come from a range of ethnic, economic and linguistic backgrounds. Most of them are boarders and have little previous experience of the UK or Europe. Some students arrive at the School having had a certain amount of exposure to the English language and culture; most are literate in their home language.

It is the policy of this school that EAL students have access to the whole school curriculum and to the full range of co-curricular activities the School provides. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the EAL Coordinator, Heads of Upper and Lower School, Heads of Year, parents and student.

We are committed to all students being fully integrated into the School and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

Admission arrangements

EAL students should have an equal opportunity to join Whitgift School if they satisfy the School's selection procedures. Parents/Guardians will be required to identify the student's home language on the application form and may be asked to contribute to any special resources.

All international students whose first language is not English are screened on their entry to Whitgift to determine their level of competence in English. This screening takes into account their English (EAL) Entrance exam taken prior to their arrival in the school and any examination qualifications together with academic reports supplied by their previous school.

EAL applicants to the school will have a specially-designed English entrance exam which follows the format of international EFL/ESOL examinations. EAL applicants wishing to join the Sixth Form are expected to have achieved IELTS Level 5 or above.

Whitgift School aims to:

- Assess and monitor progress of EAL students in their acquisition of English language skills across the curriculum
- Ensure that all EAL students are able to use English independently and confidently
- Meet our responsibilities to EAL students by ensuring their equal access to the curriculum and achievement of their educational potential
- Provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- Encourage celebration of the culture of EAL students
- Assist departments in supporting EAL students in their acquisition of English language skills across the curriculum

Pastoral Care

The welfare of pupils falls within the usual pastoral arrangements of the School:

- in the Lower School: Form Tutor, Head of Year, Head of Lower School
- in the Upper School: Form Tutor, and Head of Year, Head of Upper School

In addition, the following will (as appropriate) play a role in the welfare of these pupils: Boarding Housemaster, Boarding House Matron and other Boarding House staff, Chaplain, Head of Learning Support, EAL Coordinator, Deputy Head (Pastoral), Headmaster.

Arrangements for coordinating provision for EAL students:

The EAL Coordinator is responsible for overseeing arrangements for the implementation and coordination of the EAL policy and for managing the team of colleagues who contribute to EAL provision. The EAL coordinator also offers individual and small-group support to students and manages the specific EAL curriculum. There is also a Learning Support Assistant with responsibility for EAL. The Learning Support Department also works with EAL students in class and in small groups.

All staff are responsible for supporting EAL students in their learning within the classroom setting. Teachers have a crucial role in modeling the use of language. The EAL Coordinator offers guidance to staff on effective in-class differentiation and flexible teaching to help them cater for the different English language levels of individuals. The EAL Coordinator also provides whole-staff training on supporting EAL students as requested by SMT.

Assessment and Monitoring of EAL Students

- EAL students are assessed on admission to the school through the English Entrance exam for EAL students.
- EAL students are assessed on entry using the Oxford Placement Test (OPT) in listening and use of English.
- The Common European Framework of Reference for Languages (CEFR) scale is used to assess students' English language competence.
- Names of EAL students will be recorded on an EAL register. The EAL register will be shared with all staff (teaching and non-teaching) so that the EAL student's needs are recognized and addressed appropriately and effectively in class.
- Strategies to support EAL students will be shared with staff through training and the School Gateway / shared drives.
- Most EAL students needing additional support do not have SEN. However, should these needs be identified during assessment, students will have equal access to school SEN provision. Similarly, there may be EAL students who are Gifted or Talented even though they may not be fully fluent in English.

Provision and Intervention for EAL students

Pupils are supported in different ways. This information is available in the EAL register (codes in brackets):

- In-class support (ICS) from a Learning Support Assistant or an EAL teacher
- EAL timetabled lessons (EO) run by the EAL team (see below for content)
- Time in Learning Support (LSO), for boys who choose fewer option subjects than most students and/or need subject-specific help
- EAL mentoring (M), regular meetings with the EAL Coordinator to monitor progress and achievement
- EAL lunchtime/ after school club (EC), run by the EAL team as a work clinic

All EAL pupils are encouraged to make good use of lunchtimes for EAL activities. In addition to the EAL Club, games are available for individual or small-group use. Books and software are also available for self-study. EAL staff are on hand at breaks, lunch and after school for consultation concerning both academic and pastoral issues pupils may have.

EAL Curriculum

The number of EAL lessons per week will vary depending on individual student needs and timetable constraints.

The EAL lessons attended by EAL students ostensibly prepare them to take various ESL examinations. However, the syllabus of each year group includes academic study skills (EAP) work which supports the students across the curriculum. Furthermore, some courses have specific cross-curricular content such as the IELTS and the IGCSE second language courses. Finally, as the development of language skills is closely associated with cultural integration, the syllabus content includes cultural studies work and strategies for integration are considered.

In the Upper Third and the Fifth Form, most EAL pupils are withdrawn from one Modern Foreign Language (MFL) lesson to receive timetabled EAL tuition.

In the sixth form, EAL is provided to pupils in one of two ways: for pupils who have been assessed as able to study four A-level subjects through the medium of English, EAL lessons take place in their private study time in addition to mentoring sessions with the EAL Coordinator; for pupils who have been assessed as able to study three A Level subjects, EAL lessons are taken as their fourth subject and included in their option blocks.

Occasionally a student may request help in a subject other than English if his lack of knowledge or fluency in the language is creating difficulties. This will be dealt with on a case by case basis and requires the subject teachers or HoDs to liaise with the EAL Coordinator in order to provide subject-specific lessons.

Monitoring, Reviewing and Evaluation

Individual subject teachers undertake monitoring of student performance in line with department and school policy by marking of classwork, homework and tests, together with formal assessments and examinations in their subject area.

Subject teachers keep records to demonstrate student progress and produce written reports with targets and advice for the students.

Heads of Year, Lower and Upper School and Sixth Form review student progress and liaise with the EAL Coordinator with regard to students presenting ongoing difficulties or underachievement.

The EAL Coordinator monitors EAL pupils' progress and determines the level of English support required at each stage.

Guide to the Common European Framework of Reference for Languages

A1 Breakthrough or beginner

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2 Waystage or elementary

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B1 Threshold or intermediate

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2 Vantage or upper intermediate

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1 Effective Operational Proficiency or advanced

- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

C2 Mastery or proficiency

- Can understand with ease virtually everything heard or read.
- Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Reviewed by The Assistant Head (Academic) and The EAL Co-ordinator: August 2015

Next review: August 2016