



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Staff member responsible	Revision Date	Approved By	Approval Date	Reason
DPI	Sept 2009	SMT	09.09.09	New policy
SLB	March 2010	SMT	08.03.10	Update to admissions
VAM	Jan 2013	SMT	09.01.13	Rewrite by Head of Curriculum Support
AF/SLB	Feb 2014	SMT	12.2.14	Edit following A&SC meeting
AF	Sept 2015	SLT	05.10.15	Update
AF/SLB	Oct 2016	Governors	7/12/16	Update
SLB	October 2017	Governors	6/12/17	Reviewed
SLB	October 2018	Governors	7/12/18	Reviewed
AF/SLB	Nov 2019	Governors	4/12/19	Reviewed
AF/SLB	October 2020	Governors	3/12/20	Reviewed and updated
SJD/VAM	Nov 2022	Governors	30/11/22	Reviewed and updated
SJD/VAM	June 2023	SLT	28/06/23	Reviewed and updated
SLB/SJD/VAM	May 2024	Governors	17/05/2024	Review and updated

English as an Additional Language Policy

Linked Policies

- Curriculum Policy
- Teaching & Learning Policy

Policy Objectives

It is the College's policy that pupils for whom English is an additional language will be properly provided for both in terms of opportunities to learn and to make progress and in terms of welfare within the boarding environment and wider college community where we aim to promote tolerance and harmony between cultures. A clear distinction should be made between EAL and Special Educational Needs

It is also College policy that EAL provision should be offered to all pupils who have a first language other than English, based on an assessment of the individual pupil's ability to listen, understand and use English upon their arrival. As well as documentation sent to the College during the registration process, the College undertakes its own assessment as part of the start-of-year induction process in September. The assessment gives an indication of the student's proficiency in English according to the CEFR scale A1 to C2. The college continues to monitor and track progress subsequently. To be exempt from EAL support a student must demonstrate C1 proficiency on the CEFR in both use of English and listening.

Staff

The provision of EAL lessons is managed by the Head of Curriculum Support. The pupils are taught either one to one or in small groups by EAL teachers. Consideration for the welfare of EAL students includes ensuring appropriate boarding arrangements are in place and, in conjunction with the Houseparents and integration buddies, events and activities which celebrate the diversity of culture at Lord Wandsworth College are arranged where possible.

For pupils who are learning EAL, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. INSET opportunities to staff are provided by the Head of Curriculum Support, and EAL pupils are monitored in departmental, House, and whole staff meetings.

School Context

For pupils who are learning EAL, information is gathered about:

- pupils' linguistic background and competence in another language/s.
- pupils' previous educational experience.
- pupils' family and biographical background.

EAL Curriculum Policy Aims

- EAL pupils are entitled to a broad programme of study at Lord Wandsworth College and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils should be recognised and valued. Pupils should be encouraged to maintain their home language and

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use it in the school environment wherever possible. However, integrating and communicating with native English speakers is of utmost importance to promote progress.

- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and requires continuing support.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

Admissions

Consideration and sensitivity are given to the appropriateness of testing in all four skills areas (reading, writing, speaking and listening) for EAL pupils. Assessment methods are checked for cultural bias and action is taken to remove any that is identified. Results and subsequent recommendations are fed through to teaching staff and House parents.

Induction

The College organises a short induction for all new international pupils at the start of the academic year. This comprises:

- A tour of the College and time in the relevant boarding house before the main arrival time of other pupils.
- A welcome lunch for international pupils, parents, guardians, Houseparents and other key staff.
- Online Oxford Placement Testing.

Curriculum

EAL pupils follow the curriculum as set out in the Curriculum Policy and the Teaching & Learning Policy. In addition:

- 1st to 3rd form pupils study one subject less (chosen by the school).
- 4th and 5th form pupils take 10 GCSEs which includes iGCSE English as a Second Language. They select EAL from the subject option blocks at the end of the 3rd form or at their entry point in 4th Form. However, under exceptional circumstances, the College may allow a pupil to take fewer or more subjects after discussion with the tutor, the guardian, the Head of Curriculum Support and the Deputy Head (Teaching & Learning).
- Sixth form pupils study three subjects (A Levels and/or BTecs) unless there are exceptional circumstances. All Sixth Form applying to a British university must have a suitable qualification in English. If the pupil does not have one, the College must be satisfied that arrangements have been put in place to ensure that a suitable qualification is obtained. If this is not the case, then it would be expected that the IELTS (International English Language Testing System) course which the College currently offers from Lower Sixth Form (costs apply) would be followed.

We can assist pupils in the university application process. Entry requirements will be verified with each university.

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Pupils wishing to take examinations (GCSE or A Level) in their native language can refer to Pupils Wishing to take Native Language Exams Policy. External tuition will sometimes be required to prepare for the qualification.

The EAL support will consist of one or more of the following:

- Lessons in small groups or on an individual basis and might include a curriculum focus, e.g., Economics, English Literature, sciences.
- Lessons in small groups or on an individual basis with an EAL qualification focus, e.g. iGCSE English as a Second Language, IELTS.
- Lessons may be delivered Face-to-Face or remotely via Teams and use of OneNote.

Fees

Under the College's policy, EAL lessons are viewed as an extra educational need to the standard provision and are chargeable in line with the Parental Contract and as laid out in the current Curriculum Support Information for Parents document.

APPENDIX ONE – SAMPLE EAL PROGRAMME

Year Group	Programme of Study
1st Form	Pupils usually have EAL lessons instead of Latin Cambridge English may be followed
2nd Form	Pupils usually have EAL lessons instead of Latin Cambridge English may be followed
3rd Form	Pupils have EAL lessons instead of one optional curricular subject Cambridge English may be followed
4th Form	Pupils normally study 10 GCSEs which includes Edexcel iGCSE in English as a Second Language
5th Form	Pupils normally study 9 GCSEs rather than 10 Edexcel iGCSE in English as a Second Language
Sixth Form	Pupils normally study 3 subjects and EAL support is offered as required EPQ is encouraged IELTS classes are available.