



Policy:	<i>EAL POLICY</i>
Applies to:	<i>Warwick Senior School Pupils</i>
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Approved by:	<i>A R Lock, Head Master</i>
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Signed:	

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Aims

At Warwick, there are a number of boys whose first language is not English. The successful acquisition of English, underpins the emotional well-being and academic success of each pupil. It is our aim to promote the development of every boy, encouraging them to become confident, responsible, articulate and considerate individuals who are able to play a full role within the community of Warwick School and society as a whole. To this end, not only does the department provide linguistic and academic support within a very friendly and caring environment, but staff are fully committed to fostering links within the school as a whole in order to maximise achievement. However, very close liaison between the department and Boarding Houses is also maintained in order to complement the general learning process.

Delivery of EAL

EAL is seen both as a discrete subject in its own right and as a process of language acquisition across the curriculum.

Pupils identified as requiring EAL support in Years 7 and 8, depending on need, will often be withdrawn from Latin.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. Housed in the English Department, EAL is seen as complementary in its provision to mainstream English and all boys on entry to the school in Year 9 and Year 10 attend mainstream English lessons. 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.

Teaching in Years 9 and 10 is arranged such that the EAL teacher can attend English lessons in a supporting capacity or provide specialist small group support for EAL pupils.

On entry to Year 11, an assessment is made of each individual pupil's ability to access the mainstream English GCSE in language and Literature. Where appropriate some EAL pupils will be withdrawn from the mainstream English class and receive specialist teaching by an EAL teacher for the most accessible English Language only GCSE suitable to their abilities.

All EAL pupils in Year 12 are expected to take IELTS qualifications for university, although many will arrive having done so already. Where qualifications still need to be achieved, specialist teaching is provided as part of the Activities programme until such time qualifications are achieved.

Outside of the above arrangements, additional support, where deemed necessary, is provided at lunch times or after school, usually by arrangement with the Boarding Houses. Relations between the Boarding Houses close to

ensure that the boys in our care receive the very best pastoral and academic support; their happiness and well-being are our priority.

Whatever the context for its delivery, whether through specific EAL lessons or through subjects, all teachers are encouraged to follow the guidance issued by the department on teaching EAL pupils. This comprehensive approach to EAL teaching within the school creates the best opportunities of enhancing our pupils' command of all aspects of the English language leading to excellent qualifications necessary to enter universities in the UK and elsewhere.

Specialist Lessons

Activities are focussed upon the development of the four key English language skills: Reading, Writing, Listening and Speaking, with regular up-dating of Grammar. Regular assessments monitor progress and cross-curricular support is provided where necessary.

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 exams</u>
Year 9:	B1: Independent User Intermediate –Upper Intermediate	Preparation for Cambridge IGCSE English Language and Literature EAL specific support in class and adapted materials etc. (S, L, R, W) EAL lessons: preparation for Edexcel English as a Second Language 9-1 IGCSE in speaking, Listening, Reading, Writing, Language Study
Year 10:	B1-B2 Upper-Intermediate Independent User	Preparation for Cambridge IGCSE English Language and Literature As above EAL specific support in class where needed EAL extra lessons: Edexcel English as a Second Language IGCSE Summer exam
Year 11:	B2-C1 Independent-Proficient User	Cambridge Language and Literature/ Language only Edexcel IGCSE English Language B, Summer of Year 11 (2018-2019 session)
Year 12 Lower 6th	B2-C1 Independent-Proficient User	IELTS :Speaking, Listening, Reading and Writing, exam taken usually in March, sometimes earlier in cases of exceptional ability
Year 13 Upper 6th	C1-C2 Proficient User	IELTS as required Specific EAL support as required

English as an Additional Language in Warwick School as a whole.

The EAL co-ordinator prioritises the nurturing of every individual and ensures that each boy is known to colleagues. This is through effective collaboration with all colleagues, the updating of pupils' progress and levels of English, the provision of training materials and inset and materials to support effective teaching and learning, including informal lesson observation. Throughout, pre-eminence is given to the delivery of Speaking, Listening, Reading and Writing, with these seen as integral in the move towards outstanding Literacy for EAL pupils.

In order to enhance pupils' learning experience of English, EAL staff are keen to work collaboratively with colleagues in all other departments, for example providing informal support and information about their individual linguistic needs (e.g. specific grammar problems) or advice on teaching strategies. Support is given to pupils within class in English-based subjects as required and help offered in the understanding of vocabulary in others.

Within the context of EAL provision, we strive to know the boys 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 boys in our care with a first-class experience of English which will equip them for Life.

EAL clubs and extra-curricular

Departmental staff are fully committed to promoting the learning of English outside of lesson time and are always available for consultation and support at break and lunch times, before and after school. All EAL pupils are encouraged to make good use of lunch time EAL activities for additional conversation and vocabulary groups. A regular IELTS "surgery" is held weekly, with particular focus on the speaking exam.

Pupils throughout the year groups may attend English enrichment courses by arrangement. Staff are always willing to advise on academic or pastoral matters, ranging from help with written English in other subjects, to personal, confidential issues. Pupils may avail themselves of the Department's ICT English Language resources, including ELT software, DVDs and films and online BBC support, literature and newspapers. The EAL Department now has a team of editors and budding journalists who produce their own EAL newsletter in which individual successes and EAL news is conveyed to parents.

Links with the Junior School

Staff work on a collaborative basis with colleagues in the Junior School when required, in the sharing of resources and teaching ideas. 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.