WOLVERHAMPTON GRAMMAR SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Wolverhampton Grammar School welcomes students from a variety of backgrounds and cultures. We seek to encourage all our students, including those for whom English is an additional language, to reach their full potential. The welfare of EAL students will be recognised within the WGS SEND Policy.

EAL Definition:

The Department of Education defines EAL as:

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

Ofsted defines EAL as:

English as an additional language (EAL) refers to learners whose first language is not English. These definitions therefore cover the following:

- Pupils arriving from other countries and whose first language is not English

- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.

- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community)

- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (ie. bi-lingual children)

Statement of Aims:

The school aims to ensure that all EAL pupils are able to:

- use English confidently and competently, at a level commensurate with their overall ability
- use English as a means of learning across the curriculum

The Context of the School

WGS is an academically selective school, with the result that, having satisfied the entrance requirements, most students have an average or above competence in oral and written English at

entry. Those students who have additional languages, or who are EAL students have already demonstrated aptitude in the acquisition of language skills. However, some syntactical difficulties or restricted vocabulary may remain. In the circumstance where language skills need further provision, following base line assessments, curriculum adjustment may be made.

Key principles for Additional Language Acquisition

- Effective use of English is crucial to the teaching and learning of every subject at WGS.
- Teachers have a crucial role in modelling uses of language
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area.
- Meanings and understandings cannot always be assumed but need to be explored.
- A distinction is made between EAL, Special Educational Needs and LDD students. EAL pupils may also have SpLD, in which case they may also be supervised by the OpAL Department. Care should be exercised in the identification of learning difficulties. Recognition of EAL students will therefore be useful in the whole school LDD screening programme.
- All languages, dialects, accents and cultures are equally valued (see Equal Opportunities Policy).

TEACHING AND LEARNING

Planning and differentiation: key features of language, which are necessary for effective participation in lessons, are identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

Strategies

The following strategies are suggested to staff as a means of ensuring curriculum access and the positive welfare of the pupil.

- Collaborative group work
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Writing frames, directed activities related to texts (DARTs)
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract
- Further support for students' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

Planning, Monitoring and Evaluation

Information is gathered centrally about the pupils' linguistic background and competence in other languages. This will be coordinated by the EAL Tutor and an up to date list made available to teaching staff, tutors and Heads of Year. EAL students will be listed centrally for easy staff access.
A member of staff has responsibility for the academic and pastoral welfare of EAL students. The EAL Tutor will distribute this list to all teaching staff.

The EAL Tutor has responsibility for monitoring the academic progression of EAL students.

The EAL Tutor will:

- Liaise with the Deputy Head, SENCO and OpAL Department in monitoring the progress of and provision for students on the EAL List.
- Report to OpAL Department meetings.
- Meet as necessary with the Deputy Head and SENCO to monitor progress of and provision for EAL students within the school.
- Meet with students on the EAL list in Years 7 and 8 to monitor provision at least twice a year, and individually as needed throughout the school, to review progress throughout the year.
- Liaise with teaching staff about the progress and any specific needs of students on the EAL List.
- When needed, provide individual subject and literacy learning support sessions at lunch time and/or during morning assemblies.

Special Educational Needs and Gifted and Talented Pupils

EAL students will have equal access to the provision offered to all students at WGS who have learning difficulties or who have particular gifts or talents.

Assessment and Record Keeping

The school will analyse EAL student achievement to determine if progress is commensurate with ability.

In response to parental request the school may arrange for EAL pupils to take a GCSE examination in the home/first language.

Resources

Displays and resources may reflect cultural diversity. A range of resources are used to support pupils' linguistic development e.g. games, visual materials, key word lists, computer software etc.

<u>Parents/Carers and the wider community</u>

We aim to ensure that our written and spoken communication with families and the community is effective through the use of plain English.

Monitoring and review

Please also refer to the following policies:

Curriculum Policy Senior School - website	Curriculum Policy Junior School - website
Acceptable Use Policy – school network	Special Educational Needs and Disabilities Policy- website
Equal Opportunities Policy (Students) - website	Disability Access 3 Year Plan- on request

Monitoring and Evaluation of this policy

- School data will be updated to include information about EAL students. The level and nature of future provision will be determined by the information gathered. This policy will be kept under review by the Deputy Head, SENCO and SMT and referred to annually as part of the WGS Accessibility Plan.
- Annual Governing body audit.
- Senior leadership team discussion
- Annual parent survey
- Teacher assessments/ comparative assessment data attainment .
- Classroom observations by SMT show policy is being implemented by staff
- Regular analysis of a range of risk assessments
- Review of concerns and complaints registers by SMT and board of Directors.

IHMT
September 2018

Next review:
September 2019