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.

EAL Definition:

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:

- Students arriving from other countries and whose first language is not English
- Students 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 students are often not entirely fluent in terms of their literacy levels.
- Students 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)
- Students 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:

- To give all students the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- To implement appropriate strategies to ensure that EAL students are supported in accessing the full curriculum.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.

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.

Identification

- The School Registration form identifies students where English is a second language.

- Initial evidence of need will come from Literacy screening tests administered at the beginning of year 7.
- The School carries out ongoing recording of attainment and progress in line with agreed school procedures.
- Information is gathered centrally about the students' linguistic background and competence in other languages. This will be coordinated by an 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.

Access and support

- All students with EAL will follow the school curriculum. The school will provide texts and resources that suit the students' ages and levels of learning.
- EAL support will be given within the class wherever possible.
- Where appropriate, withdrawal support may take place. EAL students will be supported by the EAL tutor or a member of the OpAL department to enable the student to complete tasks with understanding. Support is provided by withdrawal from Aspire lessons in years 7 and 8, and in the upper years by withdrawing students from assembly periods.
- In response to parental request the school may arrange for EAL students to take a GCSE examination in the home/first language.

On-going support for EAL students

The school will:

- Use The Bell Foundation 'EAL assessment framework for schools' to assess language acquisition and to review progress twice a year.
- Set SMART targets twice a year (from The Bell Foundation 'EAL assessment framework for schools').
- Ensure that achievements in the acquisition of English, however small are acknowledged and praised.
- Promote progression of language acquisition; plan a wide range of strategies including speaking & listening opportunities.
- Maintain regular contact with home and encourage parental support.
- Monitor academic and social progress.

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.
- Liaise with teaching staff about the progress and any specific needs of students on the EAL List.

Teaching and Learning Strategies for EAL students

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

- Ensure classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise that students with English as an additional language may need more time to process and answer both orally and in written format
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Ensure effective use of speaking, reading and writing role models to promote grammar and vocabulary learning
- Ensure use of additional verbal support-repetition, alternative phrasing
- Ensure use of additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Ensure use of writing frames, directed activities related to texts (DARTs) to support extended writing tasks.
- Create opportunities for role play
- Create opportunities to focus on the cultural knowledge explicit or implicit in texts.

Special Educational Needs and Gifted and Talented Students

EAL students will have equal access to the provision offered to all students at WGS. See Equal Opportunities Policy.

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
Admissions Policy – website	

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.

ALD

September 2019

Next Review:

September 2020