

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy is a statement of the school's aims and strategies to ensure that all EAL pupils fulfil their potential.

## Introduction

The school's overall stated mission is:

'to provide a supportive and stimulating independent education that prepares confident young people for the challenge of the adult world'.

## Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language and so to raise pupil achievement.

The school ensures that EAL pupils have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum. The pupils are encouraged to have social interaction with English-speaking students and to integrate fully into school life.

We value and celebrate bilingualism and multilingualism, as it broadens the mind and the understanding of different cultures. In school, we regularly show international films in French, German and Spanish, and we encourage our Chinese students to celebrate their culture by visiting local primary schools. We arrange cultural visits to places such as York and Edinburgh and organize international evenings for the students to educate each other about their various cultures.

## The Role of the International Student Counsellor

In addition to the academic provision for pupils with English as an Additional Language, the school has an International Student Counsellor who has a particular responsibility for the welfare of these pupils: to help them learn more about British culture and to be there to help with any queries or problems while at Giggleswick. The Counsellor meets with them, when necessary, and arranges trips and social occasions throughout the school year.

## Giggleswick Context

Here at Giggleswick, EAL pupils come from a variety of countries, where some have learned English for a number of years, while others are comparatively new to English. Some EAL pupils may be the only speaker of their language in their class or school. Many pupils come to be educated in English in order to study in English-speaking universities. Like all pupils in the school, EAL pupils are given appropriate assistance to settle in, eg. by being 'buddied' with a pupil of the same nationality, or a different nationality with the same interests.

## Provision

In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose language is not English by doing the following:

- All new international students are invited to an induction day at the beginning of the autumn term to help them prepare for their studies at Giggleswick.
- All international students sit the Oxford Placement Test on arrival at school to ascertain their level of English. One-to-one English lessons are offered if necessary and the more able students are encouraged to join mainstream English lessons.
- Progress in the acquisition of English is regularly assessed and monitored.
- Sixth formers are given one hour per week of lessons to prepare them for the IELTS qualification.

- Year 11 students are offered a pre-A level course to help them improve their English and to prepare them to study A levels and on to a British university. On this course they study 11 English lessons per week, Mathematics and the three sciences, together with a course on British culture and an HPQ (an independent research project), if their level of English meets the necessary criteria.
- Year 10 and Year 11 students, who have a good level of English, are prepared for the iGCSE English as a second language examination over a two-year course. Year 10 and year 11 students are taught for 4 hours per week.
- Years 7 - 9 are taught within mainstream English classes and withdrawn from lessons for one-to-one support where necessary.

### **Special Educational Needs & Disabilities (SEND) and Gifted & Talented Pupils**

- Most EAL pupils needing additional support do not have SEND.
- Should SEND or Gifted & Talented be identified, EAL pupils have equal access to the school's provision.

### **Key Principles of Additional Language Acquisition**

- EAL pupils are entitled to the full National Curriculum programmes of study 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 and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible.
- 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 can require continuing support for many years.
- Language develops best when used in purposeful contexts across the curriculum, and when the pupil is able to share that information with an English-speaking pupil.
- 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.
- A clear distinction should be made between EAL and Special Educational Needs and Disabilities.

### **Subject Teachers**

Subject teachers have a responsibility to:

- ensure that EAL students have access to key vocabulary lists
- support EAL students by planned differentiation in class
- highlight concerns and pass them on to International Students Lead
- be aware of any EAL students with LaMPS (students receiving one-to-one English in addition to EAL English lessons)
- regularly observe, assess and record information about pupils' developing use of language
- take account of the linguistic, cultural and religious backgrounds of families, when planning the curriculum

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## Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, eg. key vocabulary, use of language, forms of text, are identified and pre-taught if possible.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, eg. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk to encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg. talk frames, writing frames.

## Monitoring by EAL Department

- Once concerns have been passed on to International Students Lead, academic concerns are passed on to the Assistant Head (Academic) and any pastoral concerns to the Head of Learning Support and Senior House Staff.
- The progress of EAL pupils is monitored by the International Students Lead using the data available on ISAMS (the school's management information system). This includes grades and comments received for attitude to learning in addition to progress against targets in the subjects that they study.
- The International Students Lead monitors Targets for EAL pupils and ensures they are appropriate, challenging and reviewed on a regular basis.
- The International Students Lead conducts an annual language survey with every student in the school from Year 7 to 13 to assess exactly which students may be at a linguistic disadvantage within the mainstream curriculum. This survey is designed to pick up on bilingual issues which may lead to linguistic challenges for the students concerned.

## Parental Involvement

Staff strive to encourage parental involvement by:

- welcoming visits to school
- providing regular updates on child's progress
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

## 2020 Public Examinations Statistics

EAL students perform broadly in line with or slightly better than the school averages:

GCE = 85% achieved grades within A\*-B range

GCSE = 93% achieved a grade(s) 9-7

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Reviewed by: Deborah Taylor, International Students Lead

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