



## SENIOR ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

**SCHOOL DIVISION:** SENIOR  
**POLICY DIVISION:** CURRICULUM  
**POLICY OWNER:** Assistant Head (International) & SENCO  
**DATE:** September 2018

### 1. Introduction

1.1. This policy informs practice in the Senior School, Boarding Houses and Preparatory School.

### 2. Aim

2.1. It is the policy of the English as an Additional Language (EAL) department to address and meet the needs of EAL students of different nationalities, abilities and levels of proficiency in English both in subject lessons and in EAL lessons.

2.2. To achieve this aim, the EAL Department will:

- 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 academic potential.
- Assist students in acquiring the specific English language required to succeed in their respective curriculum subjects.
- Assess the linguistic skills and needs of students with EAL to inform a differentiated delivery of EAL lessons.
- Put in place rigorous assessment systems to monitor linguistic progress and identify specific targets for improvement.
- Report students' progress in line with IELTS criteria.
- Enable the external accreditation of students through IELTS tests.
- Enrich the EAL students' appreciation of British culture.
- Welcome and value the cultural and linguistic experiences of all EAL students.
- Appreciate and meet the varying learning styles students bring to the EAL classroom.
- Offer practical strategies and proven techniques for teaching EAL students in other departments, thus providing ways both to support the learning and to raise the achievement of EAL students.
- Advise teachers on subject specific guidance for teaching EAL students.
- Encourage awareness of how students with limited English feel in the classroom.
- Recognise how EAL students with little English can demonstrate understanding.

- Identify barriers to learning specific to EAL students as opposed to Learning Difficulties and Disabilities (LDD) to enable teachers to differentiate appropriately.
- Ensure compliance with legislation in teaching of EAL students.
- Support Assistant Head (International) with successful integration of EAL students in the day to day life of the school.

### **3. Principles of an EAL friendly Lesson**

- Key words presented with learning objectives.
- Wording of learning objectives making them easier to understand.
- Learning objectives typed.
- Key visuals, diagrams, plans and maps used to illustrate vocabulary and/or concepts.
- Group or pair work used with feasible roles for EAL pupils.
- Teacher controlling seating arrangement.
- Resources for EAL students enlarged, as appropriate.
- Typed questions and statements available for EAL students to use to support them with speaking.
- Learning and understanding regularly checked during the lesson.
- All students contributing to the lesson.
- Learning support assistant with a full role planned in advance.
- Writing activities supported by scaffolding.
- Insights which could only be provided by EAL students elicited.
- Homework instructions typed and handed out, or written on the whiteboard.
- Conclusion of the lesson pulling all the learning points together giving a last opportunity to check progress, involving all students.

### **4. Policy Owner**

- 4.1. The policy owner is the Senior School Assistant Head (International) and the SENCO.

### **5. Issue Date**

- 5.1. Issue date: September 2018.

### **6. Review Date**

- 6.1. This policy will be reviewed biennially. The next review is due in September 2020.

**Ratified by WSLT:**



Mrs F Armstrong  
Assistant Head (International)

September 2018