

**Woodbridge School**  
**ENGLISH as an ADDITIONAL LANGUAGE**  
**(Including EYFS)**

## **Policy**

The general aim of this policy is to provide a framework within which the academic and social development of each pupil is dependent on their age and ability rather than their linguistic skill.

The main objectives are:

- to facilitate communication
- to provide a platform for improvement of their English in all the skill areas (listening, speaking, reading, writing)
- to build academic English levels that support integration into mainstream lessons
- to facilitate the necessary qualification to access higher education
- to develop cultural and geographical awareness

## **Procedure - Senior School**

### IDENTIFICATION AND SELECTION

- Pupils will normally apply to Woodbridge school via an agent and will be asked to supply school reports from their country of origin.
- The school report will be screened by the Admissions Officer, the Head of EAL, the Head of Boarding, the Deputy Head (Academic) and the Head and a decision will be made as to whether they are of an academically suitable level for an entrance test. If not, the application is declined.
- Pupils will sit a CAT4 test online and under supervision which will look at verbal, non-verbal, quantitative and spatial skills.
- Pupils will also undertake a face to face on online interview.
- The tests will be marked and analysed and a decision will be made whether to accept the pupil or not. This will be based not only on ability, but also on the depth of extra-curricular activities in the original report.
- On arrival, pupils will undertake a diagnostic test (Oxford) the results of which will be used to inform planning of the EAL curriculum for the pupils in addition to clarifying decisions about subject choices

### ACCLIMATIZATION AND INTEGRATION

- Pupils are encouraged to attend the specifically designed **SCOLA** course (Social, Cultural, Orientation and Language assessment) to enable them to become acquainted with the school, the surrounding area and many of their classmates in advance of the start of school.
- Pupils are allocated mentors in their tutor group who will accompany them to lessons and answer questions about day-to-day school life.
- Pupils are encouraged to continue/take up a variety of extra-curricular activities to broaden their horizons and learn new skills with new friends.

- Teachers will have been given a broad overview of the new arrivals in INSET by the Head of EAL and tutors will have been sent pen portrait information about their EAL tutees by Admissions

## PAYMENT

As part of the general fee structure, students will be given the following indicative provision of EAL lessons:

- GCSE – 5 periods per fortnight (in place of GCSE English Language)
- Key Stage 3 – 3 or 4 periods per fortnight (in place of Modern Foreign Languages)
- A Level – 4 periods per fortnight (during study periods)

These will be in small groups of pupils, perhaps with a teacher to pupil ratio of 1:4. This will be dependent on timetable and pupil need.

Through regular assessment, EAL pupils will be carefully monitored and if it is determined that he or she requires extra support the school will advise the parents. If it is deemed necessary for a child to have additional intensive support after the first half term then the school reserves the right to charge additional fees for this support. Taking advice from all the staff involved we will ensure the pupil can achieve their full potential

## ACADEMIC AND CULTURAL

- Pupils in Years 9 and 10 follow the Cambridge English course which focuses on all language skills in addition to grammar and vocabulary. The Year 10s will be encouraged to enter themselves for either the PET examination or the First Certificate examination
- Pupils in Year 11 will follow the Cambridge course up to February half term, after which, lessons will focus on subject support and exam practice papers
- Pupils are prepared for examinations in IELTS or Cambridge Advanced (if their language skills are suitably advanced) in order to give them a qualification for British universities.
- Pupils in Year 13 will be taught one-to-one or in small groups in order to achieve an appropriate result for university entrance.
- Pupils are supported in their specific subjects by vocabulary learning.
- Pupils are encouraged to research and participate in excursions to places of cultural, social or historic interest.

## **Procedure – Woodridge School Prep**

Before pupils enter the school, parents will be given information so that they have a clear understanding of the curriculum and how they can best support their children in the period leading up to the start of the school year and during the school year.

Through the curriculum, pupils will be supported in developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- utilising suitable strategies such as picture dictionaries to support the curriculum
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used
- ensuring that there are effective opportunities for talking, and that talking is used to support writing
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- building on children’s experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another
- due to the age of the children, emphasis will be upon developing social spoken English, advance to spoken curriculum language, and culminate in the development of written English

### **Additional Information**

Through regular assessment, EAL pupils will be carefully monitored and if it is determined that he or she requires extra support the school will advise the parents. Advice can be provided by various members of staff, including the EAL co-ordinator at the Senior School, in order to support the pupil in achieving his or her full potential

Author(s):	Head of EAL/Deputy Head (Academic)/Head of Woodbridge School Prep
Review frequency:	Yearly
Review and ratified date :	Trinity term 2020
Review due by date:	Trinity term 2021
References	