



Walhampton

EAL Policy 2020-2021

Drafted by: SLT
Approved by: Education Cttee
Approval date: Oct 2020
Next review date: Oct 2021
ISI Policy Nos.: A2

1. Statement of Intent

We are committed to providing a quality learning environment for all children. We recognise that reading, writing, speaking and listening, in English are integral to learning. There is a collective responsibility held by all staff and governors to identify and remove any language barriers to enable children to access the curriculum during their stay.

2. Context of School

EAL children will generally board at the school during term time. House parents who are in loco parentis are sensitive to the different social and cultural backgrounds of the children. They have a duty to integrate the children into British culture, language and boarding life whilst retaining their own social and cultural values.

3. Aims

a. Equality: To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

b. Diversity: To meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum as well as other educational and social activities in order to achieve their educational potential.

c. Belonging and Cohesion: To provide our EAL pupils with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate.

d. Roles & Responsibilities: The Head of Department is responsible for coordinating, monitoring and maintaining an overview of the teaching and learning of English as an Additional Language as well as Curriculum Enrichment. Curriculum Enrichment is a bespoke, tutorial service managed by EAL teaching staff, aimed at supporting certain areas of the Common Entrance (CE) curriculum. The department liaises with the boarding staff and subject teachers, maximising student potential.

e. A translator could be provided for any complex medical, social, pastoral and safeguarding reasons.

f. All staff are asked to encourage students to speak in English during the working day.

g. Staff are encouraged to seat EAL students next to English-speaking pupils, where possible.

4. Teaching and Learning

a. Students are initially assessed by the Head of EAL at interview, and may be given an Oxford Online Placement Test. This provides Walhampton School with EAL students' Common European Framework of Reference (CEFR) level. Students are then allocated lessons, based on these results. Please see video explaining CEFR:

<https://www.youtube.com/watch?v=UAehOcVfr3Y>

b. Subject to requirement, a child may have individual lessons or be taught in small groups.

c. If an overseas student plans to go onto a secondary school in the UK, they are then withdrawn from agreed subjects in order to complete sufficient EAL as well as Curriculum Enrichment lessons. Naturally, a student's progress will dictate their lesson requirement.

e. Lessons consist of a variety of sequential, cumulative, multi-sensory and interdisciplinary methods of teaching. The standards used are those of the Common European Framework of Reference and correspond to the National Qualification Framework.

f. The basic aims of the EAL department is to support the school policy to enable students to understand and express themselves socially and academically as well as understanding English customs and language, whilst integrating into both boarding and academic life.

g. EAL in the Early Years supports the curriculum aims of the pre-prep i.e. reading, discussion and the use of I.T. in such programs as 'Linguascope'. Lessons tend to be confidence-building through conversation and interaction.

h. EAL/LSU: The school recognises that most EAL pupils needing additional support do not have special needs. However, should LSU needs be identified during assessment EAL pupils will have access to LSU provision.

The Education Committee is delegated responsibility for EAL on behalf of the Board of Governors.