WOLVERHAMPTON GRAMMAR SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Wolverhampton Grammar School welcomes pupils from a variety of backgrounds and cultures. We seek to encourage all our pupils, 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:

- Pupils arriving from other countries and whose first language is not English
- Pupils 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 pupils are often not entirely fluent in terms of their literacy levels.
- Pupils 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)
- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (i.e. bi-lingual children)

Statement of Aims:

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils 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 pupils have an average or above competence in oral and written English at entry. Those pupils who have additional languages, or who are EAL pupils, 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 pupils where English is a second language.
- The School uses the Bell Foundation EAL Assessment Framework for Schools (Appendix 1), to assess the level of EAL a student is at. The assessment descriptors form two sets of rating scales - one for Primary and one for Secondary. Each set of scales covers the four strands of language knowledge and use: Listening; Speaking; Reading and Viewing; Writing. English language Proficiency in each strand is represented by five Proficiency bands and each band has a descriptive label:

A - New to English/Beginning

B - Early acquisition/Emerging

C - Developing competence/Expanding

D - Competent/Diversifying

E - Fluent.

Each band has 10 assessment descriptors. Pupils are not expected to achieve all the descriptors within a band.

- Literacy screening tests administered at the beginning of year 7 can provide additional evidence.
- The school carries out ongoing recording of attainment and progress in line with agreed school procedures.
- Information is gathered centrally about the pupils' linguistic background and competence in other languages. This will be coordinated by the Head of Additional Learning Needs (Senior School) and the Junior School SENCO, and an up-to-date list made available to teaching staff, tutors and Heads of House. EAL pupils will be listed centrally for easy staff access.

<u>EAL in EYFS</u>

The Junior School provides opportunities for the children to develop and use their home language in play and learning by:

- ensuring children's home languages and experiences are reflected in the setting, developing a child's well-being and positive self-image
- ensuring the role play corner, images displayed, and books in the setting reflect children's home environments
- encouraging the use of children's home language during play and class discussion
- celebrating children's culture and heritage

The Junior School supports children's language development at home by:

- sharing school information and learning resources via Firefly – parents and carers are able to access this information as and when needed
- regularly sending home reading books that provide opportunities for children to use their phonic knowledge and discuss what they have read
- providing phonics information evenings and a specific phonics information page on Firefly

The Junior School ensures that children with EAL have sufficient opportunities to learn and reach a good standard of English language by:

- ensuring children hear language in meaningful contexts before they rehearse and use it themselves
- using stories, songs and rhymes with repetitive phrases/repeated refrains/repetitive chorus lines that encourage the children to join in
- using visual prompts to reinforce new language and vocabulary
- ensuring children learn language in social situations by interacting with adults and other children
- ensuring practitioners model high standards of spoken English at all times.

<u>Access and support</u>

- All pupils with EAL will follow the school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning.
- EAL support will be given within the class wherever possible.
- Where appropriate for those pupils who are identified as being in Band A, B and C, withdrawal support may take place. EAL pupils will be supported by a member of the OpAL department to enable the pupil 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 pupils from assembly periods. Those pupils in Band D and E will receive Universal support in lessons.
- In response to parental request the school may arrange for EAL pupils to take a GCSE examination in the home/first language.

On-going support for EAL pupils

The school will:

- Use The Bell Foundation 'EAL assessment framework for schools' to assess language acquisition and to review progress twice a year.
- Set annual SMART targets (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 Head of Additional Learning Needs has responsibility for monitoring the academic progression of EAL pupils.

The Head of Additional Learning Needs will:

- Liaise with the Deputy Heads, Heads of House and OpAL Department in monitoring the progress of and provision for pupils on the EAL List.
- Report to OpAL Department meetings.
- Liaise with teaching staff about the progress and any specific needs of pupils on the EAL List.

<u>Teaching and Learning Strategies for EAL Pupils</u>

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

- Ensure classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise that pupils 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 Pupils

EAL pupils will have equal access to the provision offered to all pupils 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 (Pupils) - 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 pupils. The level and nature of future provision will be determined by the information gathered. This policy will be kept under review by the Deputy Heads, Head of Additional Learning Needs 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.

AMF
September 2025

Next Review:
September 2026

The Bell Foundation EAL Assessment Framework for Secondary Schools

	Listening	**Speaking**	**Reading and Viewing**	**Writing**
Band A	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Emerging competence in basic oral expression	Little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Demonstrating competence in managing basic, simple and isolated phrases
Band B	Developing greater autonomy in processing speech	Oral competence includes emerging ability to respond verbally in interactions with others	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught content and expectations
Band C	Developing more independence in the use of basic listening skills needed to engage with learning	Emerging competence in spontaneous expression and communication	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Demonstrating competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
Band D	Applying listening skills over an increasing range of contexts and functions	Competence in producing more varied and complex speech in a wider range of contexts	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar
Band E	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hinderance	Developing competence in fluent, creative use of English	Engaging with curriculum-related reading activities independently and productively in different subject areas	Demonstrating competence in writing accurately and independently in a variety of genres and in critically evaluating various resources to support their writing

The Bell Foundation EAL Assessment Framework for Primary Schools

	Listening	Speaking	Reading and Viewing	Writing
Band A	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Emerging competence in basic oral expression	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Shows attempts at writing in English
Band B	Demonstrating an emerging ability to respond verbally in interactions with others	Oral competence includes emerging ability to respond verbally in interactions with others	Making sense of written text at word and phrase/sentence level, using visual information to decipher meaning	Demonstrating basic skills of spelling and sentence construction
Band C	Developing more independence in the use of basic listening skills needed to engage with learning	Emerging competence in spontaneous expression and communication	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Demonstrating competence in independent use of vocabulary and construction of simple sentences
Band D	Applying listening skills over an increasing range of contexts and functions	Competence in producing more varied and complex speech in a wider range of contexts	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency
Band E	Showing little or no disadvantage to English-speaking peers	Developing competence in fluent, creative use of English	Engaging with curriculum-related reading activities independently and productively in different subject areas	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes