



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

(Senior School)

(This policy is available on the school website or on request)

Introduction

1. At QEH the well-being, learning, achievements and attitudes of each boy are important. In promoting all of these we recognise that some boys will start their time here with very different life experiences to others and we take account of these in the provision offered.
2. From time to time a small number of boys have particular needs related to their progress in learning English as an Additional Language.
3. Boys who are learning English as an Additional Language are likely to have linguistic skills at least as advanced as those boys who are native English speakers with less experience of other languages. Their ability to partake in the curriculum may be in advance of their communicative skills in English.

Aims and Objectives

1. EAL boys should receive full support in their learning of English.
2. They should be encouraged and enabled as far as possible to take part in lessons, games and other activities within the school.
3. Teachers of EAL boys should be aware of the situation and develop strategies to help boys achieve their potential, and not to feel disadvantaged or out of place.
4. QEH aims to meet the full range of educational needs of boys who are learning English as an Additional Language.

Identification

1. The process of identifying EAL needs starts at the interview stage and at the entrance examination, particularly in the English test.
2. In more marginal cases it may only become evident during subsequent lessons that a lack of understanding of English is hindering progress. Teachers make the relevant Head of Year aware and a consensus is sought from other teachers.

Provision

1. Boys can receive tuition from a qualified EAL specialist (additional charge). This is normally done outside lessons. This provision is reviewed regularly to ensure adequate progress and continued necessity.

2. Within normal English classes special provision is made, with extra attention being given by the teacher. The boy may take IGCSE English as an Additional Language instead of IGCSE English Language and IGCSE English Literature. Peer Support is also arranged where possible within the lessons. It may be that with Peer Support the boy may be taken to the library instead of being in a lesson where others are actively involved in other projects.
3. In other lessons teachers take special care to ensure that relevant vocabulary is understood.
4. In some cases a boy may be excused the need to take a modern foreign language, particularly at GCSE level, when English is his second language. He may thus choose other optional subjects where available or use the extra time for provision in paragraph 1, or with Peer Support.

Reviewed
03/11