

Woodbridge School
ENGLISH as an ADDITIONAL LANGUAGE

1 Policy statement

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 develop cultural and geographical awareness
- to integrate wholly into mainstream lessons
- to have the necessary qualification to access higher education

2 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 and the Head of EAL 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.
- An age-specific entrance test is sent in both English and Mathematics; this must be sat in a British Council office under 'exam' conditions.
- The tests are marked and analysed and a decision is made by the Headmaster whether to accept the pupil or not. This is not only based on ability, but also on the depth of extra-curricular activities in the original report.

ACCLIMATIZATION AND INTEGRATION

- Pupils are encouraged to attend the specifically designed **SCHOLA** 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 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.

ACADEMIC AND CULTURAL

- Pupils are prepared for examinations in IGCSE English as a Second Language (Year 12), and IELTS (Year 13) to give them a qualification for British universities.
- Pupils are supported in their specific subjects by vocabulary learning and coursework language lessons.
- Additional lessons are timetabled to help pupils with examination writing, reading, listening and speaking skills, and with university admissions applications and entrance assessments

- Pupils are encouraged to research and participate in excursions to places of cultural, social or historic interest.
- Pupils are given the chance to celebrate and share festivals from within their own culture as well as those of other pupils. Eg. Chinese New Year and Hallowe'en.

3 Procedure - The Abbey

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;
- 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.

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.

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