

English as an Additional Language (EAL)



English as an Additional Language (EAL) applies to students studying the main school curriculum but for whom English is not their native tongue. Wycliffe's EAL provision is to recognise and cater for the fact that these students have distinct and different needs from other pupils. This is because that they are learning in and through another language, and that they come from cultural backgrounds and communities with different understandings and expectations of education, language and learning. In more general terms, Wycliffe is a boarding school and therefore catering for EAL students takes into account both academic and pastoral aspects of life.

EAL pupils may be in wider year groups, or may be in Wycliffe's Development Year (DY), which aims to support pupils in developing their academic English and understanding of Wycliffe's curriculum, before beginning Sixth Form studies afterwards.

Provision for EAL students in the mainstream curriculum testing on arrival, placement and dissemination of information:

As well as other non-language specific tests, students on arrival undertake:

- » A formal written test. The Oxford Quick Placement test (grammar and language) which provides a band score between A1 and C2 on the Common European Framework of Reference for Languages (CEFR scale).
- » Spoken and aural competence is determined through informal interview.

Most EAL students attend timetabled EAL classes:

In the Senior School Years 9, 10 and 11 have EAL classes timetabled at the same time as mainstream English lessons. This allows for movement between the two subjects should a student make quick progress or need EAL support. After an initial placement test it is the responsibility of:

- » The Head of English and Head of EAL together to determine a student's set.
- » The class teacher to monitor a students' progress within a group and identify strengths or weakness.

Sixth Form:

Students in Year 12 and 13 must attend EAL classes unless they have already achieved an A to C grade at GCSE/IGCSE level First Language English (or equivalent). There is now an expectation from some universities to achieve a higher grade than C, in which case students are advised to take the International English Language Testing System (IELTS) examination as well.

Examinations:

The EAL classes attended by EAL students prepare them to take various examinations. However, the syllabus of each year group includes academic study skills (EAP) work which supports the students across the curriculum. Furthermore, some courses have specific cross-curricular content such as the IELTS classes and the IGCSE pre and second language courses. Finally, as the development of language skills is closely associated with cultural integration, the syllabus content includes cultural studies work and strategies for integration are considered.

Additional support:

There is provision for support above and beyond the curriculum to those students who require it. A student who is identified as having English language difficulties in a particular subject can have extra lessons with a member of the EAL department, charged at the given hourly rate per year.

Years 3-8:

In the Prep School, pupils are kept in regular lessons as much as is possible to help develop their academic and social English, but are also taken separately for a small number of lessons with a dedicated member of the EAL team.

Tutors:

Tutoring in DY is very comprehensive as the tutor is also an EAL specialist teacher and in many cases teaches the students English regularly. The tutor writes to parents and guardians to introduce themselves at the start of the academic year and so is a direct point of contact for any concerns or issues. Tutors also attend parents' evenings, and like all other full-time staff are allocated a duty night in a boarding house where they can then interact with their tutees, and other international students, on a more informal basis. EAL students in all other year groups of the College (both Prep and Senior) have mainstream subject teachers as tutors or class teachers (for inclusion purposes). Mainstream tutors therefore liaise closely with the EAL subject teacher and Head of EAL about EAL matters affecting a particular individual.



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