

# English as an Additional Language Policy

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Co-educational Independent Boarding and Day School

Wycliffe College

**September 2025**

<b>Key author</b>	Head of EAL
<b>Reviewing body</b>	CLT
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<b>Related Policies</b>	<ul style="list-style-type: none"><li>• Admissions Policy</li><li>• Anti-Bullying Policy</li><li>• Curriculum Plan</li><li>• Curriculum Policy</li><li>• Equality, Diversity &amp; Inclusion Policy</li><li>• Exams Policy</li><li>• Reasonable Adjustments Policy for Pupils</li></ul>

## **1. Aims**

- 1.1 The aims of this policy are to promote good practice in our management of pupils for whom English is not their first language; to provide them with linguistic support across all areas of the curriculum as necessary and to offer them any additional welfare support that they may need as a result of their background.
- 1.2 The School is flexible and open to applications from prospective pupils from any ethnic or national background.
- 1.3 The admissions procedure is centralised and all pupils for whom English is not their first language, must apply to the Admissions Office in the first instance, either directly or through an education agent.

## **2. Policy Statement**

- 2.1 The School: Wycliffe College is a mainstream independent School with high academic standards which accepts boys and girls from Nursery through to Year 13. We welcome pupils for whom English is not their first language.
- 2.2 Provision: The provision which we can make for pupils for whom English is not their first language includes teaching support in our fully equipped/resourced EAL department and general English support across other areas of the curriculum.
- 2.3 The EAL timetabled support programme is provided for overseas pupils in all year groups with courses designed to offer support for overseas pupils in their mainstream studies by raising the level of competency in English and their study skills, as well as prepare them to take external EAL qualifications, such as Cambridge and IGCSE Examinations. Attendance on these course are determined by entrance examination and previous English qualifications achieved. Lessons in year 9-11 take place at the same time as First Language English mainstream. Pupils may progress to mainstream lessons once reaching a suitable level.
- 2.4 Sixth form pupils working towards IELTS examinations for university entrance are able to select to do so as part of the sixth form curriculum in enrichment programme. These lessons are provided as part of the overall fees.

## **3. Overview**

### **3.1 *What is EAL?***

EAL stands for English as an Additional Language and applies to pupils 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 pupils have distinct and different needs from other pupils. This is because that they are learning in and through another language, and that they may 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 pupils take into account both academic and pastoral aspects of life.

### **3.2 *What are the distinct and different needs of EAL pupils?***

There are a number of factors will have an impact on the development of these pupils' language skills and their ability to apply these skills to their learning across the curriculum (and interactions in house). These include:

- the age at which pupils enter the UK educational system
- their previous experience of Schooling and literacy in their first language;
- their knowledge, skills and understanding of languages and the School curriculum;

- home and community expectations and understanding of the education system;
- support structures for learning and language development at home and at School

Pupils with English as an additional language are not a homogeneous group. Teachers and educational policy makers need to be aware of the range of variables in relation to both individual learners and groups. These variables will also be significant when interpreting the overall task which learning EAL entails.

### 3.3 *What can we say about any pupil learning EAL, in general (nationwide?)*

There are a number of factors will have an impact on the development of these pupils' language skills and their ability to apply these skills to their learning across the curriculum (and interactions in house). These include:

#### 3.3.1 **Learners may:**

- have varied cultural and social backgrounds;
- have varying levels and kinds of School experience;
- have different expectations of Schooling and education;
- have had disrupted or less formal education;
- have had varying previous exposure to English;
- arrive before formal Schooling begins or arrive later;
- feel isolated, experience culture shock, spend time with other members of the same language/cultural/ethnic group;
- experience or have experienced racism, emotional or psychological stress, mental or physical ill health.

#### 3.3.2 **Learners may:**

- speak and read and/or write different languages for different purposes;
- have knowledge of more than one language system;
- be literate in one or more languages;
- have less knowledge of the Roman script;
- feel positive, negative, confident, or sensitive about their other languages;
- make links between prior learning and new learning

#### 3.3.3 **Learners may:**

- be at different stages in terms of English language proficiency;
- have acquired other languages before beginning to acquire English;
- have begun to acquire another language prior to acquiring English;
- be learning another language at the same time as learning English.

#### 3.3.4 **Learners will be using English:**

- to communicate socially;
- to construct relationships;
- to understand systems and procedures (including the cultural rules of the classroom and School life);
- to develop conceptual knowledge;
- to construct and explore ideas;
- to make links with prior learning;
- to access other learning across the curriculum;

- to negotiate meaning.

### 3.3.5 **Learners may differ in terms of:**

- motivation;
- perceptions of themselves as learners;
- learning styles.

### 3.3.6 **Pupil learning will be influenced by:**

- the School's knowledge and understanding of their previous experience and learning;
- the School's policy and practice for equality;
- teachers' knowledge and understanding of second / additional language development;
- teachers' ability to assess individual needs and plan for individual language learning;
- teachers' ability to integrate the teaching of language and curriculum content;
- teachers' ability to motivate pupils and support the lengthy process of second/additional language learning.

### 3.3.7 **Both within and across communities there will be different understandings of:**

- the purposes of education;
- what constitutes literacy;
- the role of parents, house staff, tutors and teachers in relation to education;
- the role of the School;
- home /School relationships.

## **4. Admission of pupils**

4.1 The admissions procedure for overseas pupils is centralised, and correspondence should be addressed to the Admissions Office (admissions@wycliffe.co.uk).

4.2 Entry to the School may be at any stage. In all cases it is necessary to complete the School registration form available from the Admissions Office.

### 4.3 **Testing on entry**

Candidates will be required to take English as a Foreign Language (EAL) and age-related mathematics tests. The English test is adaptive and tests vocabulary and grammar as well as reading skills, providing the School with a score based on the Common European Framework. The offer of a place in the School is conditional upon a satisfactory performance in these tests.

### 4.4 **Entrance Assessment: Entry at 16+ years**

Candidates who have studied a UK based curriculum: Acceptance into the Sixth Form to follow a 16+ course is conditional upon candidates meeting the entrance criteria. This includes the expectation that pupils have passed Maths and English GCSE at Grade 4 or above and gained at least a Grade 6 in any subject chosen for A level that was also studied at GCSE. The expectations for taking A Level Maths or Sciences is higher with the expected entry grade of at least a Grade 7. Entry requirements for each A Level and BTEC/CTEC subject are outlined in the 6th Form Prospectus.

Candidates who have not taken GCSEs: We acknowledge that many of our overseas applicants may not have taken GCSEs and in these cases, pupils taking other international qualifications will be considered individually. Candidates for whom English is not their first language will take the English as a Foreign Language (EAL) and age-related mathematics tests. The offer of a place is informed by performance in this testing.

- 4.5 Any pupil who has studied overseas or spent an extended period in a non-English language environment, should expect to take the above tests or other tests of English language ability. The results of that test plus observations from the teaching staff will be used to design an EAL programme for the pupil. If the assessment score is too low, the School reserves the right to refuse admission.
- 4.6 **Reports and References:** In the case of all candidates the School will contact current Head Teachers to ask for copies of School reports and a reference regarding the candidate's level of attainment and behaviour. Considerable emphasis is placed upon these reports and references when deciding which candidates will be offered places.
- 4.7 **Interviews:** Candidates are expected to attend an interview and only in exceptional circumstances will a firm place be offered without the Head or Assistant Head of Sixth Form, Head of Lower School or the Head of EAL having had the opportunity to meet and interview the candidate. For international candidates who are not able to visit the School, interviews can take place online via Zoom, Teams or similar.
- 4.8 **Reassessment on arrival:** Pupils for whom English is not their first language, who are accepted into the School, should expect to have their English reassessed by the EAL department within the first few weeks of their arrival. This is to gain the strongest understanding of their level of English to enable the School to implement the best support for them. Should these assessments highlight a standard of English that is below that indicated by the entrance assessments, the School will consider whether we can support the pupil given their level of English, and we reserve the right to withdraw a School place should we feel that we cannot support them in their education.
- 4.9 **Period of Study at the School:** Pupils would normally stay at the School all the way through to the end of sixth form study (Year 13) although some leave to continue their education elsewhere after GCSE examinations (Year 11). It may be possible for overseas pupils to stay for a shorter period of study at the School which should be discussed during the admissions process. Pupils who enrol in Wycliffe's Development Year (DY) are encouraged to remain into Sixth Form.

## **5. Implementation**

- 5.1 As well as other non- language specific tests, pupils on arrival must undertake:
- 1) A formal written test.
  - 2) The Clarity Dynamic 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).
  - 3) Spoken and aural competence is determined through informal interview.
- 5.2 Most EAL pupils attend timetabled group EAL classes:
- 5.3 **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 pupil 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 pupil's set
  - The class teacher to monitor a pupils' progress within a group and identify strengths or weakness.
- 5.4 Pupils in Year 12 and 13 must attend EAL classes unless they have already achieved a pass grade at GCSE/IGCSE level First Language English (or equivalent). There is now an expectation from some universities to achieve a higher grade than a pass, in which case pupils are advised to take the International English Language Testing System (IELTS) examination as well.

Pupils without a GCSE pass are expected to attend timetabled IELTS classes until they achieve an overall band score of at least 6.5 in IELTS, or at the discretion of Head of Sixth Form. There are 5 timetabled lessons per fortnight in year 12 and 5 in year 13 this academic year. Pupils must attend lessons until they have achieved the required grade, with opportunities to take the exam usually once a term, organised through the School or their own auspices.

Pupils may be required to return to class should the academic tutor or A level subject teacher identify the pupil as struggling with English language.

## **6. EAL/ English class content**

The EAL classes attended by EAL pupils ostensibly prepare them to take various ESL examinations. However, the syllabus of each year group includes academic study skills (EAP) work which supports the pupils 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. Therefore, the EAL departmental are involved to some extent in training the pupils to integrate, and are responsible for their adaptation and on-going social growth in the School community.

It is worth noting that for near-native EAL pupils, courses in (I)GCSE First Language English and World Literature are available both for those in the lower School and DY. Thus those who have made rapid progress in EAL are challenged and able to access the same standard of GCSE qualification as those in mainstream but with more cultural appropriate and accessible content.

## **7. Extra EAL support**

There is provision for support above and beyond the curriculum to those pupils who require it. A pupil 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 hourly rate for the current academic year.

## **8. Staff training**

All subject teachers with EAL pupils in their classes should be aware of the needs of these pupils and adapt their teaching accordingly. The EAL department deliver **staff INSET** and create documentation accessible to all, providing strategies and techniques for dealing with pupils' needs, both academically and pastorally. Information can also supplied on learning styles, language differences and cultural expectations of pupils from various international backgrounds.

## **9. Identifying pupils' needs**

An EAL pupil's needs in a particular subject may be due to **language specific difficulties**, but there could also be **Special Educational Needs such as dyslexia, or pastoral/social problems which are hidden and contributory factors to the language difficulties**. The Wycliffe EAL department liaises closely with the SEND depart when SEND needs are suspected, and with house staff with potential pastoral problems.

## **10. Resourcing and class allocation**

The EAL department is well resourced and uses allocated classrooms in the main teaching building as well as the refurbished teaching block called the Allan Mason building. All classrooms are

equipped with interactive white boards and up to date resources. There is a team of four experienced staff this year working at the senior School, three of whom are fulltime teachers.

### **11. EAL pupils in the Prep School**

EAL in the Prep School for 2025-2026 will be organised through a part-time member of department, Laura Wood, who will run courses for EAL pupils and support one day per fortnight, currently. If there is a need for additional support this may be staffed from senior School teachers if there is availability.

### **12. Tutoring**

Tutoring in DY is very comprehensive as the tutor is also an EAL specialist teacher and in many cases also teaches the same pupils English.

EAL pupils in years 9-11 and 12-13 have mainstream subject teachers as tutors (for inclusion purposes.) Mainstream tutors are encouraged to liaise closely with the **EAL subject teacher** and **HOD of EAL** about **EAL matters affecting** a particular individual.

### **13. Roles and Responsibilities**

13.1 *Through the Head, the Admissions Registrar, Marketing Manager, the Co-ordinator of the DY programme, are responsible for:*

- Recruitment of overseas pupils.
- Maintenance and development of a network of reliable agents and contacts in various countries.

All overseas pupils are tested prior to and on arrival at the college, both for numeracy and literacy in English. Although there is no set rule, the English level of successful applicants tends to be pre-intermediate and above.

13.2 *The Head of Development Year:*

- Makes decisions regarding placement of pupils in the foundation programme
- Is responsible for both the pastoral and academic progress of the DY pupils.
- In conjunction with the Head of Sixth Form, makes decisions as to whether a DY pupil has the capacity to enter the sixth form (based on language progress, work ethic and integration)
- Is the point of contact for guardians and agents of DY pupils.
- Is involved in the recruitment of new international pupils.

13.3 *The Head of EAL:*

- Manages the academic department of EAL and the running of EAL courses throughout the School (DY and mainstream).
- Provides for EAL support to pupils in the mainstream.
- Contributes to INSET and staff training on EAL pupils.
- Is a point of contact for mainstream EAL pupils at the senior School.
- Liaises with the SEND department should a pupil's performance be deemed to be affected by other, non-linguistic needs.

13.4 *EAL Teachers are responsible for:*

- Delivering English courses to DY and mainstream EAL pupils: (EAL and English for Academic Purposes (EAP))

- Providing extra paid tuition for pupils across the curriculum and year groups, according to demand: (EAL)

13.5 *DY Tutors:*

- Are EAL teachers responsible for the academic progress of individual DY pupils, although they liaise with house staff, guardians and parents on issues which affect their pastoral and social well-being.

13.6 *House staff and house duty staff:*

- Are responsible for the pupils' pastoral wellbeing and integration as well as liaison with teaching staff re a pupils' academic progress (in loco parentis). Equally should a pastoral or social issue be relevant to an EAL tutor this will be passed on to the tutor or the Head of the Development year.

13.7 *All Teachers are responsible for:*

- Catering for the specific needs of EAL pupils in their classes by using appropriate techniques, materials and activities (and asking for support from EAL coordinator).
- Assisting in identifying pupils who need subject specific language support.
- Communicating concerns with the EAL coordinator.



**CEFR Levels**

<b>CEFR Level</b>	<b>Example Assessments and Qualifications</b>
A1	Starter-level internal assessments
A2	Cambridge Key (KET) Trinity GESE Grades 4
B1	Cambridge Preliminary (PET) IGCSE EAL Trinity GESE Grades 5 to 6
B2	Cambridge First (FCE) IGCSE ESL Trinity GESE Grades 7 to
C1	Cambridge Advanced (CAE) IGCSE First Language IELTS 6.5 to 7.5 Trinity GESE Grade 9
C2	Cambridge Proficiency (CPE) IELTS 8

