

Queenswood



English as an Additional Language Policy

Issued by	Senior Deputy Head
Last review	March 2024
Circulation	Governor Portal Queenswood Website Staff Portal

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Aims and Ethos:

Queenwood school is committed to ensuring that each individual is valued. The school maintains a focus on high aspirations and expectations for young people with English as an additional language (EAL) and seeks to provide an education that will enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood in a global society. The Queenswood ethos, founded on the core values of accountability, honesty, integrity and kindness, provides a secure environment where the EAL girls can fulfil their potential and play an active part in school life. Specifically, Queenswood aims to ensure that girls:

- improve the English language skills, written and spoken, in order to enable them to fulfil their academic potential and to be able to engage in all aspects of boarding school life,
- gain internationally recognised English language qualifications,
- feel valued, secure and confident,
- increase their cultural understanding of the UK,
- contribute to the cultural awareness of the whole Queenswood community.

General Language Policy:

Queenswood school values the wealth of prior learning experiences and diverse cultures our EAL girls bring to the school, including the vast range of first and additional languages. We welcome all languages and recognise their importance in the personal and academic development of each girl.

At the same time, the working language of Queenswood is standard English, and all EAL girls are encouraged to make the most of the language learning opportunities this generates. In lessons, co-curricular activities and other group activities, and when in common areas at Queenswood, both in shared spaces and the boarding houses, with speakers of different languages present, English is to be used by all. In private spaces, or instances when a common language other than English is shared by all present, different languages may be used.

Roles and Responsibilities:

Every member of staff at Queenswood has a responsibility to ensure the wellbeing of our international girls and every effort is made to ensure that they are supported in all aspects of their experience as a Queenswoodian. The EAL department has a particular responsibility, fulfilling both an academic and pastoral role, supporting them in their integration into the school and playing a leading role in their wellbeing. Heads of Department and Subject teachers carry responsibility for making the curriculum of their subject accessible to EAL learners, in particular developing academic language, register and vocabulary. Boarding staff, tutors and Heads of Year also play a key role in their academic and pastoral development.

HODs and Subject teachers:

Every effort is made to ensure EAL learners are able to access the full curriculum and teachers should take into account their needs when planning and delivering their lessons and administering assessments. This includes:

- Using ISAMS and consulting the EAL department to develop awareness of the girls' language level, nationality and mother tongue, and any other significant information,

- Supporting EAL learners in all aspects of their subject lessons, including having an appropriate seating plan, an awareness of any potential areas of difficulty (linguistic, educational and cultural), providing clear instructions, ensuring key terms are provided, defined and explicitly demonstrated, and the using of exemplars to model success in their subject,
- Raise any concerns regarding the progress of EAL girls with the Head of EAL
- HODs should ensure that a focus for provision for EAL girls is included in subject and lesson planning, any lesson observations and departmental meetings.

The EAL Department:

The EAL department is part of the Faculty of English. It is led by the Head of EAL, and staffed by the Head and a full-time EAL teacher.

Admission:

An EAL assessment (covering reading, writing, grammar and vocabulary skills), as well as a recorded interview, takes place prior to admission, for all non-native speaking international applicants, which provides feedback to inform the Principal's offer of a place decision.

On-going assessment and monitoring:

The girls are re-assessed on arrival, and their progress monitored strategically and continually through further testing and assessed activities, As they progress through the school, their EAL support is reviewed and adapted to reflect their individual needs, including one-to-one sessions, small group lessons and in-class support. Progress is tracked according to the CERF descriptors, alongside internal assessment and tracking data, and academic periodic progress checks.

Support:

One-to-one support and Small group lessons: :

Where appropriate, and according to timetabling availability, girls receive one-to-one or small group support with an EAL teacher in the dedicated EAL teaching space, where the focus is on developing the girls' general English, CALP (cognitive academic language proficiency), and subject specific English skills. In addition, the girls are provided with extensive practice in listening, speaking, reading and writing as well as consolidating their knowledge and use of grammar and vocabulary.

In-class support:

Where it is deemed appropriate, and in consultation with subject teachers and HODs, girls are supported in subject lesson classrooms by a member of the EAL department, enabling greater accessibility to the curriculum.

IGCSE ESL:

If considered appropriate, and in consultation with the girl and her family, some pupils follow the IGCSE ESL course (International general Certificate of Education), English as a Second Language), in years ten and eleven, instead of GCSE English Language and Literature. This offers an alternative, equivalent qualification to GCSE English Language and Literature and is designed specifically for second language learners, focusing on developing the four language skills. The course is recognised as meeting UK university entrance requirements. During the four weekly lessons the EAL teachers carry out the following:

- Teach the language skills necessary for the reading, writing, listening and speaking elements of the IGCSE examination. The Cambridge International Examinations endorsed coursebook and workbook is used,
- Enrich the course with the study of literary texts and extracts to develop the skills and language of literary criticism,

6th form:

In addition to the various supports detailed above, girls in the 6th form are supported in the preparation for their A level examinations, and study beyond Queenswood. The EAL teachers provide the following:

- Further development of CALP
- Preparation of the girls for the International English Testing System (IELTS) examination and other language examinations necessary for university entrance in the major destinations,
- Provide support in the application process to university whether through UCAS, or systems used in other destinations,
- Respond to individual needs and requests for support as and when they arise, for example in applications to summer schools or other institutions.

LAMDA:

Also in addition to the support detailed above, international girls on the EAL register receive support in preparing for the London Academy of Music and Dramatic Art speaking qualifications up to grade 5, which develops confidence in the skill of speaking. They are supported by qualified and experienced LAMDA recognised speech and drama teachers.

Mother Tongue Qualifications:

International girls have the opportunity to sit IGCSEs and A levels in their mother tongue (such as Cantonese, Mandarin, Russian, and various other foreign languages). With the support of the EAL department and the Examinations Officer, they are guided through the process and advised on the most appropriate point in their academic journey to take the examinations.

Co-Curricular Opportunities:

International girls are strongly encouraged to participate in the huge variety of activities on offer, including instrumental music and choir, indoor and outdoor sports, academic societies, and other clubs. They are also encouraged to enter academic subject competitions and programmes by subject teachers who support them in preparing for these. Their contribution and expertise is greatly valued by the whole Queenswood community.

Parent/Guardian involvement:

Parents and guardians will meet the EAL team on the new girls' induction day, at the beginning of the academic year. They are also invited to arrange a consultation during the academic year with their daughter's EAL teacher on the scheduled parent consultation dates. In addition, they are welcome to contact a member of the EAL department at any time by email, and any

communication made to the EAL department will be answered promptly. Parents of all international girls receive an annual report through Queenswood's reporting system. In addition, there will be regular contact with parents, both formal and informal, from members of the EAL department, and other academic and pastoral staff.

Other related school policies and procedures:

- Aims and Ethos
- Admissions Policy
- Curriculum Policy
- Teaching and Learning Policy
- Personalised Learning Policy
- Spiritual, Moral, Social and Cultural Policy,
- PSHCEE Policy