



WESTMINSTER
SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Author: Clare Leech
Lead: Deputy Head (Academic)

Date: February 2022
Review Date: September 2022



WESTMINSTER SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

INTRODUCTION

Westminster School has many pupils for whom English is an additional or second language (EAL) to their native language. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. We are entirely committed to ensuring that EAL and / or international pupils at Westminster are provided with the best opportunities to enable them to make progress within our curriculum and to become confident communicators of English.

The provision of this support fulfils the requirements of the Race Relations Act of 1976, and Race Relations (Amendment) Act 2000 which seek to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy applies to all pupils at the School, enabling the formulation of strategies that ensure EAL pupils are fully supported in acquiring the requisite English language skills they require in order to access the curriculum, thereby fulfilling their academic potential.

PRINCIPLES UNDERLYING PRACTICE

The School is committed to providing a high quality of education in English which provides all pupils with the opportunity to learn and make progress, and which fosters key competencies: speaking, listening, literacy and numeracy skills. As the School welcomes pupils with a variety of linguistic backgrounds, it is important that its English as an Additional Language (EAL) policy is flexible, thereby allowing the School to incorporate the needs of pupils' different learning styles, while at the same time exposing them to a variety of pedagogical approaches. All teachers are responsible for assisting EAL pupils in their language development. Activities that allow EAL pupils to work on tasks with peers who have English as a first language will enhance the language and social development of all learners.

ASSESSMENT AND SUPPORT

The School is a high-achieving academic environment, and a good standard of English is expected upon entry in order to thrive academically. Pupils joining in the Lower School will invariably have been prepared for ISEB tests, Common Entrance or the Challenge, in which English will have been assessed.

For pupils joining in the Sixth Form, their level of English is assessed through a variety of methods, including written subject tests, the personal statement and interviews. Applicants who apply either from countries where English is not the first language or English-speaking schools where they have been enrolled for less than 3 years, are also required to sit UKiset tests. All new pupils are

required to take a diagnostic free-writing assessment as part of their induction into the Sixth Form so that the Director of Teaching and Learning and the Study Skills department are able to identify early on a list of those pupils who may need further support. New pupils are also made aware of university entrance requirements concerning English language qualifications.

The School seeks to ensure that all members of staff are aware and informed of the needs of all pupils with English as an Additional Language, and provide classroom support where necessary. If there is a need for additional support, this can be provided on a one-to-one basis. The School's practices are designed to improve and extend EAL pupils' competence in English and thus enable them to communicate effectively with all members of the school community, access the full Westminster curriculum and achieve their potential in public examinations.

The School also takes account of the variety of parents' and guardians' linguistic backgrounds in verbal and written communications with the wider school community.