



English as an Additional Language Policy

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TKAW EAL Policy

The Khalsa Academy Wolverhampton is a Sikh Ethos non selective school in Wolverhampton. The general intake is from the City, however, there are a number of students who have arrived into this country from abroad and have settled in the school.

Defining EAL

An EAL student is a student whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision across the various subjects. There is often a marked difference in the students' maths ability and their literacy in the target language.

Links to the Proficiency Scales:

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Level 1/A: silent period / beginner learner

Level 2/B: basic interpersonal communication skills (BICS)

Level 3/C: socially competent and starting to communicate more efficiently in an academic setting

Level 4/D: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5/E: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

This assessment is linked to the Bell Foundation EAL Assessment Criteria and also the Government Proficiency scales.

Exam Access Arrangements

In line with the JCQ, TKAW follows the criteria for Access Arrangements for all students who have arrived in the last 3 years and who may be sitting exams. Further guidance can be found on the JCQ website.

TKAW Context

As a non-selective school, TKAW is likely to have EAL beginner learners, especially some from Punjabi and Italian backgrounds and culture. Some pupils joining from abroad may have only been in the country for up to two years. These students go through an initial silent period as they get to grips with their new environment. It is these new arrivals that are the most vulnerable in terms of learning English. New Arrival students are well supported with many bilingual staff. The students with other languages benefit from a well-structured approach and specialist language intervention sessions each week. We have a small number of Italian and Romanian speaking students who require extra tuition for English which is currently provided by a specialist EAL teacher once a week, backed up by the TAs and AP for EAL.

The majority of bilingual pupils in TKAW are fluent in English when they join, have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi fluent in another family language. Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such cases EAL provision is still relevant however, in terms of supporting and celebrating these pupils' abilities, as outlined below.