

# English as an Additional Language Policy 2018-2019



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<b>Approved by:</b>	Mark Roberts
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## **1. Policy statement**

The general aim of this department is to provide a warm and friendly but exacting environment within which the linguistic, together with the academic and social needs of our overseas pupils are met. We pride ourselves at Myddelton College in being a happy and friendly environment, and one which is increasingly multicultural. We take every measure to ensure that pupils of all nations and creeds feel included and valued. We try where possible to draw in elements from different cultures to enrich the life of the school.

The main objectives of the department are:

- to facilitate general communication in English
- to provide a structured framework of language courses to prepare students for accessing GCSE/AS/A level specifications
- to develop cultural and geographical awareness
- to integrate pupils wholly into mainstream lessons and the wider life of the school
- to equip students with the English language qualifications necessary for university and college entrance (IGCSE English as a Second Language and IELTS – International English Language Testing System)
- to boost confidence in self-management in a foreign country
- to boost understanding of British culture and customs

### **STAFFING**

**Joanna Davies (Head of Faculty)**

**Iryna Graham**

**Tatyana Alderson**

### **IDENTIFICATION AND SELECTION**

- International pupils normally apply to Myddelton College via an agent at our Head Office and will be asked to supply school reports from their country of origin, where possible.
- A decision will be made as to whether they are of an academically suitable level, which is then administered by the agent on the school's behalf. If not the application is declined.

### **ACCLIMATISATION AND INTEGRATION**

- EAL Pupils are encouraged to attend a specifically designed English course in the UK prior to joining the School, thus enabling them to better adapt to life in the UK and to improve their language skills.
- Pupils are re-assessed using published placement tests after arrival to help profile their level of competence and the degree of support required.

- On arrival, pupils learn to familiarise themselves with school routines, who staff are, learning expectations, and the importance of using English to help them integrate with their peers and access the curriculum.
- Pupils are encouraged to continue with or take up a variety of extra-curricular activities to broaden their horizons and learn new skills with their new friends.
- Activities to promote this integration will also take place. There is a rich and varied programme of weekend activities for boarders.

#### ACADEMIC AND CULTURAL

The provision is based upon a two-week timetable cycle and indicates the maximum amount of provision available. Provision may be tailored based upon individual need and availability of staff and resources. Similarly, provision may be withdrawn if it is believed to be in the best interests of the pupil to integrate them into lessons of English or other subjects from which they were withdrawn.

- **Year 13** – students in Year 13 can expect to receive up to 10 lessons of IELTS tuition every two weeks.
- **Year 12** – students in Year 12 can expect to receive up to 10 lessons of IELTS tuition every two weeks.
- **Year 11** – pupils in Year 11 can expect to receive up to 8 lessons of EAL tuition every two weeks. This is a replacement of existing English first language lessons.
- **Year 10** – pupils in Year 10 can expect to receive up to 8 lessons of EAL tuition every two weeks. This is a replacement of existing English first language lessons.
- **Year 9** – pupils in Year 9 can expect to receive up to 6 lessons of EAL tuition every two weeks. This is a replacement of Spanish lessons and an additional three lessons of different subjects.
- In addition, pupils in Years 11 and below are tested upon entry and allocated to appropriate ability bands, A0, A1, A2, B1 and B2.
- **A0** – Pupils in band A0 require an Intensive English programme and are withdrawn from all mainstream lessons. They receive 36 lessons of Intensive English every two weeks with a bespoke timetable to access other subjects (mathematics, science, humanities, business, sport and learning through the outdoors) which are delivered with a specific emphasis on developing English language skills in subject-specific contexts.
- **A1, A2 and B1** – Pupils in bands A1, A2 and B1 are able to access the curriculum to some degree and will follow the year group curriculum specific to their age. In addition to any EAL tuition relevant to their year group, they will also receive up to 6 additional lessons of EAL tuition every two weeks. This will result in them being withdrawn from individual lessons of multiple subjects and there is an expectation that pupils will use Prep time to catch up on any missed subject-specific work.
- **B2** – Pupils in B2 are able to access the majority of the curriculum and as such, no additional lessons are required over and above those allocated for their year group.

- The EAL Department will regularly monitor and assess progress of all international pupils and make recommendations as to the actual amount of additional support required. Therefore, the above figures are a guideline and the actual amount received may be greater or less than that shown above depending upon need, balanced with the ability to access the curriculum and the staff and resources available.

### **Examples**

- Year 12 and 13 students – a maximum of 10 lessons of IELTS support every two weeks.
- Year 10 or 11 pupil, ability group B2 – a maximum of 8 EAL lessons every two weeks. This may be reduced, or eliminated, if the pupil is able to fully access the first language English lessons.
- Year 10 or 11 pupil, ability group A1, A2 or B1 – 8 EAL lessons, plus up to 6 more EAL lessons every two weeks (maximum of 14 EAL lessons every two weeks).
- Year 9 pupil, ability group B2 – 6 EAL lessons, plus a maximum of 8 English first language lessons every two weeks.
- Year 9 pupil, ability group A1, A2 or B1 – 6 EAL lessons, plus up to 6 more EAL lessons (maximum of 12 EAL lessons every two weeks), plus a maximum of 8 English first language lessons every two weeks.
- Year 5, 6, 7 or 8 pupil, ability group B2 – access to full Year 5, 6, 7 or 8 curriculum.
- Year 5, 6, 7 or 8 pupil, ability group A1, A2 or B1 – up to 6 EAL lessons, plus English first language lessons appropriate to their year group every two weeks.
- A0 pupil, irrespective of year group – 36 Intensive English lessons every two weeks.
- Pupils in Years 10 and 11 are prepared for examinations in the mainstream and take AQA English Language if possible, but if the Head of English/Head of EAL deem more appropriate, they are entered into the in the Cambridge International GCSE in English as a second language.
- Sixth Form students (Years 12 and 13) study mainstream subjects or follow IELTS courses to provide them with appropriate qualifications for British universities.
- Pupils are provided with their own exercise books and work books and can use English learners' dictionaries, as well as dual language dictionaries. They also have a OneNote with all of the classwork, which can also be accessed from home.
- All EAL courses include practice in the four major skills of Listening, Speaking, Reading and Writing, supported by comprehensive grammar and pronunciation practice, and vocabulary building.
- Prep is set regularly in line with course content and practice material, which supports class work.
- Pupils are supported in their specific subjects with provision of vocabulary and extra lessons where necessary.
- Pupils are given the chance to celebrate and share festivals from within their own culture as well as those of other pupils, for example; Chinese New Year which is conducted by the pupils in assembly with a themed lunch for the whole school.
- British values and points of cultural interest to do with Britain are taught and integrated into lessons on a termly basis.

### LEARNING FOR LIFE:

- Pupils are encouraged to take responsibility for their own learning and progress, both within the classroom and with outside learning, such as watching TV, developing a vocabulary list to use in all lessons, reading books from the EAL library and in the case of the 6<sup>th</sup> form, reading newspapers and magazines.
- Good personal organisation with regard to coming well equipped, and handing prep in on time forms a part of this.
- Ongoing evaluation of their own work is another part, and self and peer marking forms an integral part of the lessons.
- The other key elements that are promoted within the EAL department are persistence, resilience, thinking and communicating with clarity and precision as well as using initiative, independence and team skills.

### CLASSROOM AND PREP EXPECTATIONS

- All pupils are provided with an exercise book for class work and prep, a smaller notebook for vocabulary, and have a OneNote section. They are expected to organise these folders into sections for reading, writing, listening, speaking, grammar and vocabulary.
- All work is expected to be prefaced by a date and a title and to be executed in a neatly presented way.
- Pupils are expected to behave in a quiet and considerate manner in the classroom, and speaking in a mother tongue is discouraged, except where explanations or a quick translation is needed.
- Pupils are encouraged to always ask if they are unsure of a task. It is made clear from the outset that there is no shame in this, as might be the case in some cultures.
- Pupils are expected to fully engage and to have a go at all tasks, in respect to their individual abilities.
- In most cases, dictionaries are used for translating words, unless speed or ability dictates, in which case electronic translators are allowed.

### MONITORING PROGRESS:

- Progress tests are carried out at regular intervals in line with the Academic Policy. Marking for these is summative but normally includes a formative or encouraging comment.
- Internal examinations/assessments are set in line with the Academic Policy and appropriate to the course being followed using published practice material.
- In line with school policy, pupils are reported on and grades for effort and achievement are awarded on a half termly basis. It is recognised that there will be learning differences and difficulties amongst the pupils and all pupils are rewarded on the basis of their own individual effort and progress.

- House merits are awarded in line with school policy and may be gained for excellent progress and improvement, effort or achievement, test results, homework performance, or making a positive contribution to lessons.
- Any concerns regarding the progress of particular pupils will be raised with form tutors, House Parents and academic staff or at a higher level as appropriate. On our staff we have a Chinese Teacher who works in the Boarding House to help with integration and homesickness/communication with parents.

#### PASTORAL SUPPORT:

- A welcome is provided to the student by their House Parent who oversees the pupil's settling in and maintains communication links with parents, guardians and agents. The Headteacher, Head of Boarding and the Head of EAL also play a major role in liaising with parents/guardians/agencies.
- In school, the tutor has overall pastoral care of the pupil but the EAL staff aim to build a rapport with pupils and identify any special needs or concerns that the pupil may have; and liaise with other staff as appropriate, particularly the Head of Sixth Form, Medical Staff and House Parents in order to take sympathetic and comprehensive action.
- Opportunities for informal communication with pupils exist and staff within the department are proactive in forging pastoral support to international pupils.

#### SAFEGUARDING, SAFETY AND WELLBEING

- Registers of pupils are taken each lesson, and missing pupils will be reported to the office for checking up on.
- If pupils are feeling unwell, a medical centre note with date, and time, and 'sent by' will be sent with them to the san.
- Regular conversations are held with each pupil to ensure that they are happy and supported in the school, and that any problems are being dealt with effectively
- Any concerns will be raised immediately with the tutor, head of key stage, house parent and ultimately with the agent/ parent. Safeguarding and child protection issues are taken very seriously and dealt with in line with the school 'Safeguarding Children (Child Protection) Policy'. Any signs of radicalisation will be dealt with in the appropriate manner according to current training.
- All staff are up to date with training on safeguarding and radicalisation.
- Attention is given to seating arrangements within the classroom to ensure maximum progress for each pupil.
- The department adheres to the school health and safety policy in all matters and a copy of the fire drill is displayed prominently by classroom doors, as well as a list of electrical safety procedures within the classroom.