



Myddelton College

English as an Additional Language (EAL) Policy

| | | |
|--|----------------------------------|----|
| Policy produced by | Head of EAL / English | |
| Date policy reviewed and approved | July 2024 | |
| Reviewed and approved by | Headteacher LDA November 2024 | |
| Reviewed and approved by | Headteacher LDA November 2025 | |
| Next review due | Nov 2026 | |
| Published on website | Yes | No |

| | |
|--|---|
| 1. Policy Statement | 3 |
| 2. Staffing | 3 |
| 3. Recruitment, Admission and Selection | 3 |
| 4. Acclimatisation and Integration | 3 |
| 5. Academic Arrangements for Teaching and Learning | 4 |
| 6. Regular Assessment and Checking | 5 |
| 7. Learning For Life | 6 |
| 8. Classroom and Prep Expectations | 6 |
| 9. Monitoring Progress | 6 |
| 10. Pastoral Support | 7 |
| 11. Safeguarding, Safety and Wellbeing | 7 |
| 12. Co-curricular Interests and Travel | 8 |

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.

2. EAL Staffing

Mark Rogerson (Head of English Faculty)

Pierangelo Montanaro (Head of MFL and EAL department)

Suzanna Konieczko – EAL Teaching Assistant (Chinese speaker)

3. Recruitment, Admission 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.

4. 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.

5. Academic Arrangements for Teaching and Learning

The provision of teaching 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 **10 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 **10 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 English mainstream lessons until the English level is reached to access mainstream classes.**
- In addition, pupils in Years 11 and below are tested upon entry and allocated to appropriate ability bands, Ao, A1, A2, B1 and B2.
- Ao – Pupils in band Ao require an Intensive English programme and **could be** 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 subjects' 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.

6. Regular Assessment and Checking

The EAL Department will regularly assess and check the 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.

The online tutoring system, Clarity, has been introduced to assist in self-study for EAL students.

7. 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 6th 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.

8. 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 engage fully 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.

9. 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.
- Praise points 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.

10. Pastoral Support

- A welcome is provided to the student by their Head of Boarding House 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. They also liaise with other staff as appropriate, particularly the Head of Sixth Form, First Aid trained Staff, House Parents and tutors 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.

11. 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 Reception. Teachers then check the pupil has been seen in Reception.
- Regular conversations are held with each pupil to ensure that they are happy and feel supported in the school, and that any problems are being dealt with effectively.
- Any concerns will be raised immediately with the tutor, House Parent and ultimately with the agent/parent.

Safeguarding and child protection issues are of paramount importance and dealt with in line with the school 'Safeguarding and Child Protection Policy'. The DSP or his Deputies are always available.

Any indicators of radicalisation will be addressed according to current training linked to the Prevent Policy.

- All staff are up-to-date with training on Safeguarding and Prevent Radicalisation.
- Attention is given to seating arrangements within the classroom to ensure maximum progress is made by each pupil.
- The department adheres to the school's Health and Safety Policy. A copy of the fire drill is displayed prominently by classroom doors, as well as a list of electrical safety procedures within the classroom. Teachers refer any concerns to the Estates Manager as soon as possible.

12. Co-Curricular Interests and Travel

There are many opportunities to use time outside class and private study profitably with others and the EAL Department supports this fully. They do this because exposure to school and local activities helps overseas' pupils integrate with their English-speaking friends, learning spoken English more quickly and embracing new cultures – which is mutually beneficial.

Art: There are after-school opportunities to pursue art interests – sketching, painting and photography.

Music: It is possible to arrange lessons to further both practical and theory skills, as well as sing and perform with others.

Drama: For those interested in developing performance skills, there is a drama room and dance studio available.

Games: The schools' playing fields and sports hall with weight and fitness training are available for use. Badminton and basketball are favourites but there are many more.

Outdoor Pursuits: The Combined Cadet Force (Army Section) and The Duke of Edinburgh's Award (Bronze, Silver and Gold) are popular and many achieve distinction in these leadership and adventure activities.

In addition, the school is recognised as a centre of excellence for 'Learning In The Outdoors', and this is an important 'skills for life' organisation, open to all.

Horse Riding is popular and the School has a riding stables on campus.

The Library: this is open throughout the day.

Academic societies: Many teachers invite pupils to join after-school activities to learn more about their subjects in a relaxed environment.

At weekends, visits to local places are arranged, to include the big cities of Liverpool and Manchester.