



Rye St Antony School
O X F O R D

3b(i) English as an Additional Language Policy

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Governor Review

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ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Introduction

Rye St Antony is a multicultural school and proudly supports its diverse pupil body through an integrated approach, taking into consideration the academic, social and emotional needs of its English as an Additional Language (EAL) pupils. EAL is defined as applying to all pupils whose native language is not English. The School recognises that language acquisition is affected by many variables and that each pupil's language support needs will be unique. Not all pupils who are defined as EAL require specialist support, while others will require comprehensive intervention. The EAL Policy is to ensure that language has a minimum impact on EAL pupils' integration into a School and society where English is predominant.

Aims of EAL Provision

- To bring pupils' knowledge and application of Standard English up to the standard of their peer group.
- To ensure proper educational and social integration, and to monitor the attainment gap between EAL pupils and their peers, with the expectation that this will diminish as pupils acquire English fluency.
- To ensure all EAL pupils are prepared, as appropriate, for internationally recognised English language proficiency examinations (Cambridge FCE and IELTS), and to help them maximise their achievement in these examinations.
- To communicate effectively with all staff to ensure they are aware of all pupils who have extra EAL lessons and the extent of the help they receive as well as advising staff about appropriate support for EAL pupils, as well as of the specific cultural differences and consequent educational difficulties EAL pupils may face.
- To provide support through: classes, additional English language lessons by arrangement with families, and by responding to requests for help from the pupils and their teachers and parents and not solely on the results of diagnostic testing.

Language Testing and Organisation of Teaching

To cope with the academic and social demands of School life, pupils must be fluent English speakers. The School will recommend that pupils, whose first language is not English and who demonstrate a level of difficulty with the language that prohibits them from fully accessing the curriculum and social life of the School, receive additional individual tuition in English with the Learning Support Department's EAL specialists.

If a prospective EAL pupil desires to enrol at the School at a stage where it is felt that his/her level of English, even with specialist support and a tailored timetable, would prevent him or her from accessing enough of the curriculum to make a success of the transition, the Headmistress may refuse admission on the grounds that it will not be possible for the School to adequately support the pupil, whose needs would be better met in a more specialist EAL educational setting.

Teaching provision is dependent on the language level of the individual, which is assessed either during day visits, in the second week of Michaelmas term or, once a pupil has arrived. As well as diagnostic assessment, account is taken of previous school reports and other information (where available), as well as a pupil's own academic goals, so that a suitable individual learning programme can be planned accordingly. EAL teachers help pupils keep their progress under on-going review, with parents and education guardians kept informed and consulted in relation to the development of the

learning programme. EAL teachers meet formally and regularly with the SENCo and liaise with other staff as appropriate.

Lessons are provided as a combination of class lessons for year groups and optional individual lessons for those pupils requiring more support specific to their needs.

Pre-arrival assessment

All international pupils for whom English is not their first language will have their English language level assessed prior to being offered a place. Exceptions will be made only where the School is satisfied that the pupil's English is already of a very high standard, and has a formal qualification in English that is typically accepted as an academic entry requirement by schools or universities as appropriate. The School uses the online assessment test created for schools by PASSWORD English Language Testing. PASSWORD online English tests are used by British independent and international schools to assess pupils both pre- and post-arrival, aiding both pupil recruitment and admission. PASSWORD tests are designed and academically managed by international experts in testing and assessment and are aligned to international standards. The English tests are benchmarked against the Common European Framework of Reference for Languages (CEFR). The tests are securely delivered with each test being unique, with different age-appropriate versions being available.

In most cases, even where a pupil already holds an IELTS certificate of a sufficient standard, the School will wish to assess the pupil's language level using PASSWORD as it allows us to benchmark all our prospective pupils and work out the correct level of language support required for them as well as advising the admissions team on an appropriate entry point to the School.

Supporting Pupils in the Pre-Prep and Prep Schools

The ability of young children to acquire language quickly through immersion is widely recognised, and most language learning in the Pre-Prep and Prep School, supported by appropriate differentiation by the class teachers and teaching assistants (see below), takes this into account. Pupils who arrive with very basic, or no English, will typically have additional lessons with the EAL specialists in our Learning Support Department.

Supporting pupils in Years 7 and 8

Pupils entering the School in Year 7 are expected to be enrolled in the full Year 7 curriculum to take advantage of the language immersion this opportunity provides. Additional lessons with the Learning Support Department, arranged with families for an additional fee, are organised on an individual basis and are tailored to each pupil's language needs. In Year 8, pupils will enrol in one or two Language Skills lessons per week, which replace one or both of Latin and Spanish. A pupil may additionally discontinue a subject if it is felt, after discussion with the Headmistress, Director of Studies or Deputy Head and parents, in consultation with the SENCo, that discontinuing the subject is in the pupil's best interest and suitable alternate programming can be scheduled in its place, for example, additional lessons with a Learning Support teacher.

Supporting Pupils in Years 9-11

From Year 9 onwards the focus of EAL provision is structured around two English Language examinations, in addition to wider curricular and social language support:

- Cambridge First Certificate Examination (FCE) which is taken in Year 10 or 11.

- International English Language Testing System (IELTS) which is taken in multiple attempts from year 11-13.

Pupils may replace GCSE English Language and Literature with either GCSE Language only, or IELTS preparation lessons from Year 11.

Supporting Pupils in the Sixth Form

All pupils whose first language is not English will be expected to attend IELTS preparation classes for the full duration of their studies in the Sixth Form, or until a satisfactory IELTS score is achieved. Additionally, EAL pupils progressing to Year 12 from Year 11, and who achieve less than a 4 in GCSE English Language, may choose to focus on IELTS preparation rather than take GCSE English Language Re-Sit lessons. Exceptions to the above will be made only where we are fully satisfied, at the point of enrolment, that the pupil's command of English is already of a very high standard and that the pupil has a formal qualification in English at a standard that is sufficient to meet the academic entry requirements of good UK universities.

Budget, Organisation, Staffing and Communication with Other Departments

The SENCo is responsible, with the assistance of EAL teachers, for organising pupils' enrolment in FCE and IELTS examinations at testing centres in Oxford, independently of the School's Examinations Office, and the distribution of examination results. The Learning Support Department employs three qualified TEFL teachers who report to the SENCo. The SENCo reports to the Deputy Head.

The School's qualified TEFL teachers provide additional one-to-one specialist tuition for pupils of all ages and advise subject teachers as required. Sometimes parents initiate requests for extra tuition, and at other times requests are made by parents following the advice of staff. Lessons are subject to the same fees, and terms and conditions as other extra tuition. (See the annual fee schedule.)

Our TEFL qualified teachers have responsibility to:

- provide diagnostic and formative EAL assessment to identify teaching targets and prioritise pupil needs
- teach EAL pupils, in partnership with mainstream colleagues
- contribute to shared planning with mainstream colleagues
- with mainstream colleagues, implement EAL support strategies to ensure curriculum success
- develop pupils' English Language skills in line with the national curriculum and national literacy and numeracy strategies
- support pupils in preparation for public examinations, in particular GCSE and AS/A Level
- support pupils in preparing for FCE and IELTS examinations
- support pupils by providing appropriate pastoral and social care to facilitate secure integration within the School community
- help all pupils recognise, value and benefit from the international dimension of the School community

The SENCo works closely with the Head of English to ensure the continuing needs of all pupils are being met. Staff members of the Learning Support Department also liaise regularly with their pupils' English and other subject teachers enabling them to support the specific needs of these pupils in relation to the demands of the English Department curriculum.

An annual budget is allocated for the provision of appropriate EAL teaching materials, equipment and in-service training, and resource development. Along with other aspects of development, this provision is included in the School Development Plan.

Involvement with the Boarding Houses

The EAL department works closely with the Boarding Houses in supporting the School's policy of encouraging the pupils to use English as their primary language in the School environment. We believe that this will help the pupils in improving their spoken English and enable them to extend their friendship circles to include pupils from all cultural groups and thereby integrate more fully into the School

Subject teacher support

The EAL department offers occasional training and development for subject teachers to support their understanding of language acquisition and their ability to support EAL learners in their classes through a variety of appropriate strategies. This is delivered, for example, through CPD slots. All teachers are invited to contact the EAL team for advice regarding particular topics or pupils.

All teachers are expected to address the needs of the EAL pupils they teach through differentiation in the classroom, as well as adapted assignments, pre-reading, etc.

Examples of strategies include:

- Allow pupils to use dictionaries or other translation tools, and give them time to use these learning aids.
- Provide glossary of subject specific terms
- Provide, where feasible, translations of materials or encourage pupils to seek out translated materials for the purpose of subject knowledge acquisition.
- Visual support for new concepts/ideas, the use of gestures, images, video clips and diagrams, etc.
- Reinforce key vocabulary frequently – highlight key terms and provide writing frames/sentence starters
- Teach EAL pupils to record notes/vocabulary in alternative forms e.g. bullet points, mind maps, lists, flow charts, spider diagrams
- Give simple, clear instructions one at a time
- Chunking: breaking down tasks/activities into manageable pieces for the pupil(s)
- Remember EAL pupils may tire easily and need short breaks or change of task. Sometimes s/he may need to move about
- Model writing tasks, deconstruct sample answers showing how to plan, organise ideas and check work
- Allow extra time for the pupil to copy down notes from board work or presentations.

Partnership with Parents

The School's hope is that all parents and education guardians will feel able to share any concerns about their child with staff in order that a healthy partnership for the care of their child can be developed. The SENCo, tutors, and teaching staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they feel that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests.

Concerns

The School will listen to any concerns expressed by parents about their child's language support and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCo if their child's progress gives cause for concern.

The School naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the School website and in the *Parent and Pupil Handbook*.