



# LEWESTON

## SHERBORNE

### 2.11 ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

#### ADMISSIONS

At Leweston School we welcome students of all nationalities who are prepared to make the most of the opportunities that we offer and can develop personally and academically in the caring environment we provide. Students for whom English is an Additional language are required to have sufficient understanding of the English language to participate alongside native speakers in cross curricular studies and to integrate fully into the social life of the school. We offer them additional language support as required, according to their personal and academic needs.

Before considering the admission of pupils they must furnish evidence that they have reached a sufficiently high standard to thrive in an environment where all teaching is undertaken in English. The standard varies according to the age of the girl upon her admission. We consult with parents of children requiring additional English lessons so that we can make adequate provisions for them as well as ensuring that they understand the need there may be for a student to obtain an International English Language qualification in order to enter an English University over and above the specific 'A' level subjects chosen.

#### ON ENTRY

Each student is tested in the four skills of reading, writing, listening and speaking on arrival. The Head of EAL assesses each student and allocates EAL provision in consultation with the student and parents. It is made clear that although we aim to meet a girl's first choice for solo, paired or group lessons this may not always be possible and a final decision must be left to us according to timetable fit and availability of students at a similar level.

#### THE EAL DEPARTMENT

The English as an Additional Language Department is staffed by highly qualified specialist teachers with relevant experience, who work with pupils according to their needs and also their/ parental aspirations. The latter invariably include the wish to achieve a successful grade in a recognised TEFL/TESOL/EAL examination.

For students attending for a period of time of a year or less, the majority of whom are Mexican pupils, the exam offered will be from one of the Cambridge ESOL suite such as PET, KET or FCE depending on the ability of the student. A decision is not made until an interview has been completed with the appropriate EAL teacher.

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Year 10 students who are staying at the school for GCSEs sit the IGCSE in English as a Second Language. This is seen as a useful stepping stone in preparation for the First Language paper in Year 11. Students in Year 10 also attend mainstream English Language and Literature lessons and complete coursework with their peers.

Year 11 students taking GCSEs continue with EAL support but do not take Cambridge exams in order for them to concentrate on their GCSE preparation. EAL support continues with the primary focus on developing language skills, particularly vocabulary-building, in order to support all their mainstream classes, especially GCSE English Language. Once GCSEs are completed Year 11 students may start IELTS preparation.

For those students aspiring to enter a UK University, who do not have GCSE English or HKGSCE Grade 'B' English, it is a requirement of these Universities that students are able to demonstrate their ability to follow an academic tertiary level course. Thus they need to pass an IELTS exam of which the minimum level acceptable is usually Band 6.5.

Pupils' own personal needs and goals are monitored through their constant discussions with their EAL teachers. The staff in the department is familiar with the cultural background of the students and is able to empathise with some of the problems encountered when they newly arrive. The fact that most of the lessons are on a one to one basis ensures that students are supported both psychologically and linguistically.

In addition should it be apparent from conversation that a student is having problems in an academic subject the EAL teacher can liaise with the appropriate teacher with the objective of supporting the student through these difficulties, reverting to the EAL exam programme once the issues have been resolved.

## MONITORING AND REVIEW

There is a strong link between the EAL Department, the Boarding Houseparent and teachers of other subjects. A member of the EAL Department is on duty in the Boarding House once a week with the specific aim of dealing with any academic or pastoral concerns of the EAL students. Where a girl expresses her emotional needs, such as the fact that she is feeling isolated or homesick the Boarding Houseparent will be consulted together with the year head and tutor with a view to helping her come to terms with the situation.

Where a pupil expresses concern regarding her progress in a particular subject it will be raised with the relevant year head, tutor and 'A' level subject teacher. If it is considered necessary a group meeting will take place at which the year tutor, all the subject teachers involved in the teaching of the pupil, the relevant EAL teacher and the Deputy Head may be present with the objective of seeking to assist the L2 speaker develop formatively as well as summatively.

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During the course of their studies those students taking the Cambridge Suite of exams are exposed to a series of practice exams which are marked and the scores maintained so that the progress and performance of each individual student is noted. Achievement and effort is indicated in termly EAL subject reports.

Those students undertaking IELTS are only exposed to practice exams when it is considered they are sufficiently confident to do so.

All EAL students receiving EAL support have a Personal Learning Plan updated by their EAL teacher. This is available to all staff in order that they can be aware of particular linguistic needs of students, and also how to support their progress in achieving these.

By the end of the academic year all EAL students will have completed final language examinations which show progress when compared to entry testing. This is with the exception of Year 11 and Year 13 students who will have only had EAL support to ensure optimum performance in national public examinations (GCSEs and A levels).

### FURTHER OPPORTUNITIES

An annual International Day each year encourages all students to take part in cultural activities across the school including language lessons, food tasting and cultural quizzes.

A school public speaking competition involving all EAL pupils buddied up with an L1 speaker is organised each Autumn Term with the winners going through to compete against EAL pupils from other schools in the area. In addition a Creative Writing competition is held between the same schools in the Spring Term.

Also in the Spring Term Year 12 Chinese students organise and cook a Chinese New Year Banquet attended by all the Chinese students and their guests.

EAL students in Years 7-9 are encouraged to participate in a paired reading scheme in the summer term to help with their fluency and comprehension. A selection of books for EAL students is available in the library.

Short term EAL students join the school in part or all of the summer term. They attend subject lessons with activity days organised when their peers are taking internal end of year exams.

### PHYSICAL ACCESSIBILITY

We recognise that some children with EAL needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Leweston School's Accessibility Plan

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and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

### OTHER ADJUSTMENTS

EAL students are able to use electronic translation dictionaries in class. In addition, if a learner is unable to understand an explanation given by their subject teacher in a lesson, they are allowed to refer to another L2 speaker for an explanation in that language, provided the teacher agrees.

Subject teachers are encouraged to provide handouts of key words so that the L2 speakers can familiarize themselves with these before a lesson.

### STAFF TRAINING

Our teaching staff receive support through INSET sessions during which cultural and language learning issues for L2 speakers are focused upon.

In addition subject teachers' attention is drawn to points raised in a selection of published documents since several of the strategies suggested can be used in the classroom to ensure full engagement of the non-native speaker students.

During the year subject classes may be observed by the specialist EAL instructor in order to foster a two way dialogue during which achievements and problems can be discussed.

### CHARGING POLICY

An International Student Fee includes the cost of EAL lessons as well as practical support such as airport drop off and pick up.

### Glossary:

TESOL: Teaching English to Speakers of Other Languages

TESL: Teaching English as a Second Language

TEFL: Teaching English as a Foreign Language

L1: the language spoken from birth

L2: a second language i.e. learned after the first language

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Cambridge ESOL: the University of Cambridge board for examinations of English for Speakers of Other Language tests, the main suite of which are:

IELTS: International English Language Testing System

KET: Key English Test

PET: Preliminary English Test

FCE: First Certificate English

CAE: Cambridge Advanced English

CPE: Cambridge Proficiency English

### English as an Additional Language Policy for the Prep School

This policy meets the requirements of the Early Years Foundation Stage (EYFS). All members of staff have been given access to this policy as part of their induction and it has been explained to and is accessible to all parents. This is communicated to the parents during the Welcome Sessions and on our website.

### Language Policy

This policy aims to promote the use of English by all language groups within the school and to assist with the integration of all new pupils. It is important that all pupils feel 'included' and can understand through use of a common language. EAL pupils may opt for extra tuition in the English language.

Leweston has much experience of teaching EAL and the Department is staffed by experienced, specialist teachers who work with the children on the skills of speaking, listening, reading and writing.

For pupils in the EYFS, children's language development is embraced and encouraged, in both their home language and in English. Leweston will endeavour to use key language in the child's first language where appropriate, and will recognise and praise the child's use of their home language in play and learning. Once children progress into Year 1 we encourage the child to use English at school wherever possible to ensure that they are most able to benefit from all the opportunities afforded to them within the school day.

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