



# Shebbear College

## **POLICY FOR PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE**

### **From EYFS to Sixth Form**

**Reviewed and ratified by the Governing Body on 9<sup>th</sup> November 2017**

**Next full review by November 2018**

### **Policy Review at Shebbear College**

The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.

### **Statement of Aims**

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language.

The school will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the whole curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means to learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

### **The EAL department – Senior School**

For students whose first language is not English, the EAL department provides courses to develop English language skills and communicative ability. Through structured course content, students are assisted in both skills and language development. The aims of the

department are to enhance the students' language proficiency and build confidence to help them achieve both academic and social success in an English-speaking environment.

In 2017/18 the department consists of the Head of EAL and two part-time members of staff, providing EAL support across all years. In years 7 to 9, students follow general English courses and have the opportunity in years 10 and 11 to take the Cambridge FCE exam and/or iGCSE English as individual needs dictate. In the sixth form all international students attend a preparation course leading to the IELTS Academic exam, an essential qualification in the students' university application process.

In the Lower School, non-native speakers of English receive 5 lessons per fortnight of EAL tuition, in addition to their mainstream English classes. In years 10 and 11, those who would not benefit from attempting GCSE English follow EAL courses, receiving seven timetabled sessions respectively. Sixth form students attend two periods of IELTS classes per week. This is minimum provision and individual lessons are provided according to individual need. In addition, the department aims to assist students with specific needs through offering support in iGCSE English First Language classes, subject specific support and preparation for university interviews in the sixth form.

As far as possible, EAL lessons take place within the regular timetable. However, due to timetable constraints some lessons take place at other times.

### **Assessment of Needs**

International students sit a rigorous entrance exam which consists of an English and Maths paper to assess their English language ability and suitability for academic study at Shebbear. Individuals are also often invited to attend a Skype/telephone interview with the Head of International Recruitment; in the case of sixth form entry, other departmental heads may attend as necessary. .

Subsequently, upon arrival at Shebbear College, the new students are retested to reassess their English language level and language needs. The placement tests are sat prior to the start of the autumn term during the students' induction programme and consist of an interview with an EAL member of staff to assess oral communicative ability, and an essay to assess written communicative ability. In the case of new sixth formers, a full IELTS Academic mock test is undertaken.

The results of the assessments inform placement of the students into appropriate classes. At Shebbear we aim to group students according to ability. Once grouped, the students are assessed more informally in class during the first week of term and any amendments to settings can be made.

Student needs are continually monitored with regular discussions on student progress within the department. Feedback from subject teachers, tutors and boarding staff is also requested to flag any students who may be struggling and to inform EAL provision.

In addition, students sit more formal, internal English examinations to monitor attainment. Combined with teacher assessment, these results highlight students capable of transferring to the GCSE programme in the fourth year and those students more suited to following the EAL course.

## **Teaching and Learning**

We aim to keep class sizes small and grouped according to ability to best meet the needs of our students. As a result we hope to encourage a relaxed and friendly learning environment where students can grow in confidence, where mistakes are accepted and viewed as an essential stage in language acquisition and where relationships can be built that allow students to feel comfortable expressing themselves in English and exploring the communicative possibilities of the language.

EAL lessons aim to be engaging and interactive. Topics are chosen that aim to appeal to teens and a variety of activities are selected within a lesson to maintain pace and meet the needs of differing learning styles within the groups. Each year group follows a course book, which is supplemented with additional material. The First to Fifth Years are also encouraged to read through the study of a set text. A typical lesson would comprise whole group discussions, pair work and individual work.

Emphasis is on the phrasal nature of the English language, so in our approach to teaching EAL, students are encouraged to study natural phrases and collocations presented in context. We aim to teach language in context often using reading texts as a stimulus (stories, magazine articles etc), which assists comprehension and communicates meaning more accurately.

Students receive regular feedback on their attainment and performance either orally and through whole class error correction or individually through written comments. In addition to teaching English, we aim to enrich our students' cultural experiences not only through visits during curriculum time, but also through a close relationship with the Boarding team giving access to their very wide variety of trips.

## **INTERNATIONAL STUDENTS UNIVERSITY ENGLISH LANGUAGE REQUIREMENTS**

All international students usually leave Shebbear College with either:

iGCSE First Language English, or

GCSE English Language

or Cambridge First Certificate

as well as an unexpired IELTS score equal to or greater than their chosen university course requirement, either published on the university website or individually requested by the university.

The above are all subject to changes and/or individual requests from either universities or the UKBA.

### **The Prep School, including EYFS**

At the Prep School a register of children for whom English is not their first or only spoken language is kept. Individual decisions about specific support for EAL issues are made in each case.

It is unusual for the Prep School to have children who are not fluent in English regardless of other language abilities and backgrounds.

In the case that a pupil is unable to access the curriculum comfortably in English a specific personal support plan will be made. The creation of such a plan will be supported by opinion and advice from the EAL teachers at the Senior School, class teacher, SENCO and parents.