

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

COVERING BOTH SCHOOLS INCLUDING EYFS AND BOARDING

Committee normally reviewing:	Joint Leadership Team
Date last formally approved:	Autumn Term 2021
Date policy became effective:	Autumn Term 2021 (<i>New Joint Policy</i>)

Period of Review:	3 Yearly
Next Review Date:	Autumn Term 2024

Person responsible for implementation and monitoring:	Head of EAL - Senior Director Learning - Prep
Other relevant policies:	Admissions Policy Curriculum Policy Learning and Learning Policy Safeguarding (Child Protection and Staff Behaviour) Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

Mr Simon James
Head, Preparatory School

Mr Chris Townsend
Head, Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

ENGLISH AS AN ADDITIONAL LANGUAGE

1. INTRODUCTION & AIMS

This policy details the School's arrangements to recognise and meet the needs of pupils who do not speak English as their first language. That is, pupils who have a mother tongue other than English and who are in the process of learning to use English as an Additional language (EAL) through immersion in the curriculum and the broader life of the school. This is a whole school policy and applies to all pupils.

The Felsted School EAL policy aims to set out our approach and provision. More specifically the policy explains how we will:

- Identify pupils whose first language is not English, and assess the level of support that they will need in order to flourish at Felsted school.
- Identify those pupils for whom it is appropriate to include structured EAL lessons as part of their curriculum, and for those who do not need lessons, to ensure that their progress is monitored and supported by subject teachers and pastoral staff
- Be proactive in removing barriers that stand in the way of our EAL pupils learning and success
- Meet our responsibilities to our EAL pupils by enabling access to the curriculum (and other educational opportunities) and maximising their educational potential equal to those of our English speaking pupils.
- Provide EAL pupils with a safe and welcoming environment where they are accepted, valued and encouraged to participate.
- Provide opportunities for EAL pupils to contribute to school life, their own learning, and to facilitate a full development of their character, identity and self-esteem.
- Prepare 6th Form students so that they are able to meet the necessary entrance requirements for university.
- Ensure that EAL pupils attain academic levels and examination grades appropriate to their abilities supported by EAL teaching that supports the demands of the wider curriculum taught in English.
- Monitor the progress of EAL pupils' acquisition of English, of their general achievement and of their attainment in examinations and assessments.
- Ensure that all teaching and support to pupils with EAL does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2. EVALUATION OF LEVEL OF COMPETENCY IN ENGLISH

Pupils are encouraged to visit the school prior to acceptance/application. During the visit pupils are taken on a tour of the school by a current pupil and wherever possible an overseas pupil would have a tour with a pupil from that country.

Pupils and parents/guardians will also meet a member of the Senior Leadership Team (most often the Headmaster), and, if necessary, the Head of EAL, or the Director of IB

(if applying for the IB programme). If the pupil is not able to attend in person then online meetings are arranged. The interview with the EAL Head is to assess their listening skills and level of spoken English. During the assessment process, information is gathered about:

- ❖ the pupil's linguistic background and competence in other languages
- ❖ the pupil's previous educational and schooling experience
- ❖ The pupil's family and biographical background

For Years 5 and above, the school uses the online assessment test created for schools by PASSWORD English Language Testing. 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 available. Pupils taking the PASSWORD test will complete the PASSWORD Knowledge test (which tests vocabulary and grammar) and the Writing test, which requires pupils to submit a short written task on a randomly chosen topic.

It is anticipated that a pupil would normally achieve the following scores:

Year 9	A minimum of level B1
Year 10	A high level B1
Year 12	A minimum level of B2

These levels are based on the Common European Framework of Reference for languages (CEFR). Further assessments in school may be undertaken to ensure that the appropriately level of support is identified and put in place.

3. INDUCTION FOR NEW PUPILS

PREP SCHOOL INDUCTION

New EAL pupils will work with our EAL teachers, Tutors and Heads of Phase to ensure they are familiar with the School and their subject teachers. Pupils will be given academic 'buddies' to help them to integrate into the school quickly and support them in lessons. The EAL teacher will provide specific support to enable pupils to access the curriculum and encourage them to build fluency as quickly as possible. Parents/guardians are given the opportunity to meet the Head of Phase, Tutor, EAL coordinator as well as the Boarding House staff.

SENIOR SCHOOL INDUCTION PROGRAMME (LEAP)

All new EAL and international pupils are expected and encouraged to attend the LEAP course which takes place in the week before the start of the Autumn Term. The LEAP programme aims to give pupils the opportunity to get to know key features of the school and to meet a number of the key staff that pupils will work with through the year. There is a programme of activities that enables new pupils to start to gain some familiarity and make new friends prior to the start of the academic year and the more general induction of all pupils into the new academic year.

4. AGE SPECIFIC PROVISION IN EAL

<p>Reception - Year 8</p>	<p>Prep School EAL pupils are fully integrated into the mainstream curriculum. Teachers adapt their lessons as necessary, to help build subject specific vocabulary and encourage pupils to make links between their first language and English. Private 1:1 tuition is often recommended to accelerate progress and support individual learning needs.</p>
<p>Year 9</p>	<p>Students choose one subject fewer than native speakers of English. EAL normally replaces a foreign language subject. Pupils who only study English (and not a further foreign language) will have 4 lessons a week, while those who also study a further foreign language have 2 lessons a week. Students normally prepare to take the Cambridge English B2 First For schools examination. The exams are an excellent additional qualification to have, and are valid for life. In addition to working towards taking a Cambridge English exam, students receive support with their course work and independent study tasks for other curriculum subjects and improve the skills of writing, listening, reading and speaking.</p>
<p>Years 10 & 11 (GCSE programme)</p>	<p>Students choose one GCSE subject fewer than native speakers of English, and attend EAL classes in place of another subject. Students attend 3 lessons a week and are a combination of support with coursework for IGCSE English, help with revision for exams and support for the Felsted Diploma Project (FDP, Year 10). There is a focus on improving writing skills and any other language development work relevant to students' individual needs. The EAL Department works closely with other subject teachers in order to find out how to best support the EAL students in their other subjects.</p> <p>Students also work towards taking external, Cambridge English exams at the end of Year 10. (normally the Cambridge B2 First For Schools examination) and/or in Year 11 (the Cambridge C1 Advanced English examination). These exams test students in the skills of Listening, Speaking, Writing, Reading & Use of English (grammar and vocabulary). The C1 exam is recognised by many universities as a proof of English qualification, and is valid for entry to UK universities and universities in other English speaking countries.</p>
<p>Year 12 & 13 (A-Level programme)</p>	<p>Lessons are on a one to one basis and are a combination of general English development and support with their other subject options and the Extended Project Qualification (EPQ). Support is also provided with writing their personal statements for application to universities, and with any particular area of English they need to improve on. The EAL Department works closely with other subject teachers in order to find out how to best support EAL students in their EAL sessions.</p>

	<p>All A-Level non native speakers who are applying to go to university in the UK and are classed as International pupils, paying international fees, will need to provide proof of proficiency in the English Language. The EAL Department can prepare students for the IELTS test (International English Language Testing System), if they do not have a relevant qualification for their university application. The level of support needed will be discussed with the students in the first week of term, but typically an A-Level student would have 1-2 one to one EAL lessons per week.</p>
<p>Years 12 & 13 International Baccalaureate (IB programme)</p>	<p>As IB students study English as part of their course, there are no further English lessons provided by the EAL Department. However, IB students are welcome to attend the weekly EAL drop in session, for support with written work and any other language development work relevant to students' individual needs.</p> <p>IB students should check carefully the English Language requirements for the specific university courses they intend to apply for. It may be that a university requires additional proof of competence in English. If this is the case, individual lessons can be arranged with the EAL Department in order to prepare students for any relevant test. This is typically the IELTS Test (International English Language Testing System).</p>

Monitoring and support for pupils that do not have EAL lessons

It is important to ensure that non-L1 English pupils are attaining as well as they should and that language is not a significant barrier to progress. To that end, pupils whose first language is not English and who do not have EAL lessons, are closely monitored, to ensure that language support can be provided if necessary. This is done through sampling work taken from the main curriculum, scrutiny of attainment data and report commentary from subject teachers, and gathering feedback from staff.

Any student who is identified as being an EAL pupil, but who does not have EAL lessons, can attend a weekly 1 hour drop in 'clinic' for support with course work, developing writing skills, or to work on a specific language difficulty/develop particular skills. Teachers are encouraged to ensure that language and literacy are the heart of all subject delivery.

5. REVIEW

The department undertakes annual review of the quality and effectiveness of EAL provision in meeting the aims set out above.

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