



EAL POLICY

Last reviewed:	October 2019
Next review due:	October 2021
Reviewed by:	Head of EAL

The school's English as an Additional Language (EAL) policy is designed to:

- Ensure that all international students have access to the full range of subjects and extra curricula opportunities offered;
- Give international students an equal opportunity to realise their full academic potential;
- Foster a supportive atmosphere, which gives recognition to the personal and cultural adjustments our international students have to make when living and studying in the United Kingdom.

High quality EAL provision

The EAL department exists to ensure that high quality EAL support is available to all international students who need it. All of our EAL teachers are qualified to postgraduate diploma level in English language teaching, either DELTA or DIPTEFLA, or have QTS, and are highly experienced in teaching EAL and preparing international students for the challenges of studying in the UK.

In terms of quality assurance and on-going professional development, the school is a member of BAISIS (British Association of Independent Schools with International Students).

The EAL team is led by the Head of EAL (for all sites) who works under the Vice Principal (Head of The International School). There is a Sixth Form EAL Co-ordinator and TIS English Co-ordinator.

Fundamentally, high quality EAL provision entails recognising that:

- Effective English language and literacy skills are key to our international learners successfully gaining access to learning across the curriculum and becoming members of the school and local community.
- Language is at the core of thinking and of identity: we reflect, communicate and develop our ideas through language, so it is essential that all teachers feel both responsible for and able to develop students' language skills and proficiency.
- Literacy includes all forms of communication, that is to say that oracy is part of this and teaching speaking skills should be a key component of all teaching and learning (for both native and non-native speakers of English).
- As language development is so key to the success of EAL learners, the EAL teaching team should be at the heart of training and support for all teachers in order to embed language development across the curriculum, and promote progress and attainment in students' main subjects.
- The EAL department holds a core responsibility for ensuring that international students obtain the English language qualification(s) necessary for them to progress to the next stage in their studies.

Pre-arrival assessment

All international students 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 student's English is already of a very high standard and that s/he 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 students both pre- and post- arrival, aiding both student 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.

The PASSWORD admissions test has been developed in consultation with d'Overbroeck's and has subsequently been adopted by a range of UK and overseas boarding schools, including members of BAISIS and COBIS.

In most cases, even where a student already holds an IELTS certificate of a sufficient standard, the EAL team will wish to assess the student's language level using PASSWORD as it allows us to benchmark all our prospective students 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.

1. International School entrance and support

Year 9i Programme

Our Year 9i course is designed for students, generally aged 13-14, who arrive with a pre-intermediate level of English language knowledge (from A2 on the Common European Framework / 3.5 on the IELTS scale).

The English curriculum in 9i consists of four different lesson types. Two classes are spent on each type of lesson every week:

Language skills: In these lessons, students will develop the language skills that they need in order to function both academically and socially in the UK. This includes consolidating grammatical structures, expanding vocabulary and developing the four skills: listening, speaking, reading and writing.

Trinity ISE: These lessons will focus on the exam skills and strategies needed for the Trinity ISE (Integrated Skills in English) exam which the students will all take at the end of 9i. Depending on their level of English, students will take either Foundation (A2 on the CEFR) or Level I (B1 on the CEFR). The exam consists of an integrated reading and writing exam, and a speaking and listening exam. As the school is a Trinity exam centre, both exams are taken on site at the school.

Subject skills (CLIL): In these lessons, students work on the language that they need to be successful in their other school subjects. For example, a text on rivers might be used from a geography coursebook to analyse and practise the language of processes, such as sequencers (firstly, then, finally, etc) and passive voice (the silt is deposited). Subject and English teachers work together to build these lessons which are delivered by the English teaching team.

Reading Lessons: As reading is instrumental in language development, students will have dedicated reading lessons every week in order to develop their vocabulary and improve their reading skills. In addition, students will learn about basic literary devices such as metaphor and alliteration, focus on character analysis and write a book review

Year 10i/Study Abroad Programme

Our Year 10i/Term abroad course is designed for students, generally aged 14-15, who arrive with an intermediate level of English language knowledge (from B1 on the Common European Framework / 4 on the IELTS scale).

The English curriculum in 10i consists of three different lesson types:

Trinity ISE: Four lessons a week will focus on the language, exam skills and strategies needed for the Trinity ISE (Integrated Skills in English) exam which the students will all take at the end of 10i. Depending on their level of English, students will take either Trinity ISE Level I (B1 on the CEFR) or Level II (B2 on the CEFR). The exam consists of an integrated reading and writing exam, and a speaking and listening exam. As the school is a Trinity exam centre, both exams are taken on site at the school.

Subject skills: These lessons are based on the principles of CLIL (Content Language Integrated Learning). In these two lessons, students work on the language that they need to be successful in their other school subjects. For example, a text on rivers might be used from a geography coursebook to analyse and practise the language of processes, such as sequencers (firstly, then, finally, etc.) and passive voice (the silt is deposited). Subject and English teachers work together to build these lessons which are delivered by the English teaching team.

Reading lessons: As reading is instrumental in language development, in these two lessons students will have dedicated reading lessons every week in order to develop their vocabulary and improve their reading skills. In addition, students will learn about literary devices, focus on character analysis and read a range of short stories, novels and poetry.

Some students on this course will progress onto our one-year intensive IGCSE course in their second year of study; others join the programme for a shorter period in order to gain a taste of study in a UK independent school.

Year 11i (one-year IGCSE Programme)

Our one-year IGCSE course is designed for students, generally 15-16 years of age, who arrive with an intermediate level of English language knowledge (from B2 on the Common European Framework / 5.5 on the IELTS scale).

There is setting of students according to ability in English. This influences the IGCSE subject options made available to them from the option blocks.

'English as a Second Language' IGCSE is one of the core components of the 11i programme at The International School. Students are entered either for the Core or Extended paper, depending on their level. Stronger students can take First Language IGCSE.

English as a Second Language

On the second language IGCSE programme, students will gain stronger English language skills and develop a better ability to communicate in a range of social and academic situations. This includes writing for different purposes and audiences (such as writing an article, a review and a report), developing skills in responding to different audiences clearly and accurately when speaking, including improving pronunciation, improving understanding of a range of spoken material, including inferring meaning and understanding academic lectures, and developing range of academic vocabulary.

One lesson a week of the IGCSE programme is dedicated to CLIL. In these lessons, students work on the language that they need to be successful in their other school subjects. Subject and English teachers work together to build these lessons which are delivered by the English teaching team.

English Language GCSE

The highest ability English set(s) also complete their GCSE English First Language alongside their IGCSE English Second Language preparation.

At The International School, students are also offered clinics to build on their language proficiency and ECAs which target the development of language skills, such as a school magazine, debating and new clubs.

2. Sixth Form EAL Entrance and Support

Students whose first language is not English must demonstrate at least an upper intermediate level of English, equivalent to the middle / upper range of B2 or above on the Common European Framework (IELTS 6.0 / 6.5 and above in all skills).

Only those whose English language is sufficiently strong to enable them to embark successfully on an A level programme will be offered a place. EAL support is then offered to these students as part of their course.

All students whose first language is not English will be expected to attend classes in EAL for five terms – the entirety of the Lower Sixth (Year 12) and the first two terms of the Upper Sixth (Year 13). Exceptions will be made only where we are fully satisfied, at the point of enrolment, that the student's command of English is already of a very high standard and that s/he has a formal qualification in English at a standard that is sufficient to meet the academic entry requirements of good UK universities.

Year 12

Year 12 teaching is based on the principles of CLIL (Content Language Integrated Learning) and involves the EAL team working in close collaboration with subject teachers in order to use materials that are relevant to the students attending EAL classes.

Each EAL learner in Year 12 attends two Trinity ISE III lessons each week, focusing on the Reading and Writing, and Speaking and Listening papers respectively. The students are also offered up to two additional lessons which focus on specific subject areas. The specialist areas are allocated to an EAL teacher or teachers who then collaborate closely with the relevant Head of Department/ subject teachers to ensure that EAL support is appropriately tailored to the needs of the students in each specialist class group. The subjects are rotated every couple of weeks so that as many subjects as possible can be addressed.

An example Year 12 timetable for a student studying Chemistry, Physics, Politics and an EPQ:

	Trinity Lessons	Sciences / Maths / Economics	EPQ / Humanities
w/c 17 Sept	Exam Focus	Chemistry	Politics
w/c 24 Sept	Exam Focus	Chemistry	EPQ
w/c 1 Oct	Exam Focus	Chemistry	Politics
w/c 7 Oct	Exam Focus	Physics	EPQ
w/c 14 Oct	Exam Focus	Physics	Politics

Students studying EAL will be entered for the Trinity ISE III examination (C1 on the Common European Framework, eg IELTS equivalent of 7.0 or above) usually at the end of Year 12. The EAL department will continue to offer an intensive three week IELTS course at the end of the summer term, so that students can choose to take the IELTS over their summer holiday and have a choice about which result to use in their university applications.

If students arrive with a high level of English, but without an English language certificate, they may be given the option to attend a weekly IELTS lesson rather than the whole EAL course. This is with a view to taking the IELTS course as soon as possible.

Year 13

The EAL programme in Year 13 is based on the academic language that students need for that stage of their studies, including university preparation and coursework completion. All EAL students receive one lesson a week as follows:

Term 1:

- University Prep (personal statements, interview practice, formal correspondence, etc)
- EPQ/coursework (introductions, conclusions, proofreading, referencing, presentations, etc)
- Academic Language Skills (cohesion, paraphrasing, etc)

Term 2:

- Academic Language Skills (essay structure, note-taking, etc)
- Academic Language (nominalisation, The Passive Voice, hypothesising, etc)
- A Level Subject Support (humanities and sciences)

In addition, students who have not achieved a result that is the equivalent of a C1 pass in their Trinity or IELTS test, will have additional exam-focused lessons in Year 13.

3. Year 7-11 EAL support

The majority of students in Years 7-11 are native speakers of English and do not require EAL support. There will be occasional circumstances in which an EAL learner will be offered a place in these year groups and may require some additional support. This is provided on an *ad hoc* basis and is tailored to individual need as appropriate.

This may include withdrawal from one subject (eg, MFL or Latin) and the substitution of additional English support for other subjects. Any EAL teacher who works with a student in Years 7-11 is required to liaise closely with the Form Tutor to ascertain the most appropriate work to cover and will take a CLIL approach to language lessons provided.

The EAL teacher will provide ongoing help to subject teachers at Years 7-11 and regular feedback on progress to teachers, student and parents.

Subject teacher support – whole school policy

In addition to regular cross-curricular observations and learning walks, the EAL department offers ongoing training and development for subject teachers in order 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 at regular CPD slots throughout the calendar year, INSET days and by visiting other department meetings. There is also online support for staff via the CPD section of the staff intranet.

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