

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

## Prior Park College

<b>Policy Owner</b> Deputy Head Academic	<b>Applies to</b> Prior Park College (PPC)	<b>Superseded documents</b> NA
<b>Associated documents</b> Tracking, Academic Monitoring and Reporting Policy SEND Policy Departmental Handbooks	<b>Review frequency</b> Every two years (unless the legislation/regulations update before this time)  <b>Implementation date</b> 1 April 2020	<b>Legal Framework</b> ISI Inspection Framework NMS Boarding KCSIE 2021

## 1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

Prior Park College is a community built on Christian values, with emphasis on mutual respect, co-operation, and use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive Student contribution. Our aim is to create a positive atmosphere that fosters achievement and the happiness of all members of the community. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard the community and the individual.

## 2. Scope

It is fundamental to the principles of Prior Park College that the contribution by international students is valued as a positive enhancement to the strength and diversity of the education afforded to students under our care.

Provision is made across PPC for students whose first language is not English. EAL students are guided towards a rapid understanding of reading, writing, speaking and listening in English to enable them to access the curriculum more easily, as well as conversing with their fellow students, teachers and the wider community. Those students who stay in the UK will go on to successfully complete their education in schools and universities, while those who return to their home countries directly from the school are able to perform far better in the language than when they first arrived at the school.

Overseas students join PPC at different stages of their school career. Some join for a short stay of a year or less, while others follow the UK education system through to Higher Education.

## 3. Prior Park College EAL Department

Prior Park College (PPC) generally caters for around 50 students from various countries including Hong Kong, China, Russia, Korea, Thailand, Mexico, Romania, Germany, France, Spain, Italy, Japan, etc. International students arrive in the Senior School between the ages of 11 and 17 to take their GCSE and A level examinations before going on to a British university. Overseas students can make up around 15% of students.

## 4. EAL Department Aims and Objectives

- To provide international students with language skills of life-long value, specifically to improve their communicative ability in speaking, listening, reading and writing in English.
- To develop in students the confidence and motivation to take advantage of the academic, social and cultural opportunities offered by PPC.
- To ensure that students are given the best opportunity to reach their potential in all curriculum areas by reducing the barrier of language, and to support students in curriculum subjects where the lack of English is impeding progress.
- To provide a happy, relaxed and caring atmosphere to ensure that students settle into the school as soon as possible and have a stimulating and enjoyable experience of British education.

- To ensure that there is regular and effective liaison between everyone involved in the teaching and care of EAL students. This may include attending departmental meetings, observing EAL students in mainstream classes, designing and delivering teacher development sessions, informal advice to colleagues, preparing IEPs and reports, liaison with pastoral staff, etc.
- To share knowledge about students' abilities and needs in English and encourage teaching staff use this knowledge effectively in planning, teaching and student grouping.
- To help overseas students to integrate into the life of the Schools as a whole by helping them to explore issues of cultural interest and by encouraging them to take part in extracurricular activities. The role of the boarding and day houses is clearly vital as key facilitators for integrating these students with other nationalities. Tutor groups are another area where integration can be very successfully worked on. The EAL Department aims to act as a link between these various parts of the school community.
- To assist and inform the pastoral care of overseas students. The teaching of language involves close personal relationships, and EAL staff are therefore well placed to play an important role in the pastoral care of international students. This is in tandem with house staff, working in areas such as induction, settling into a new way of life, understanding regulations and their importance, and other pastoral matters.
- To liaise with international parents. EAL staff regularly communicate with international students' parents (or their representatives). This role in supporting the students and liaising between members of staff and parents is of vital importance and one of the most effective ways that the department can contribute to the schools as a whole.
- To prepare students for the next step in their education, whether progression within the school or to other schools or colleges. This may involve offering advice about students' academic work, subject choices, study skills, personal statements for UCAS forms, university choices, references, etc.
- To assist the admissions team by assessing the English level of international applicants. All prospective students are interviewed, normally via Skype, and a written test is conducted using an on-line provider.

## 5. Teaching & Learning

EAL classes at Prior Park College are organised as follows:

- In Y7 & Y8, EAL classes are timetabled against mainstream English classes, allowing students to move between the two if one stream is more suitable for them. They generally receive 5 lessons a fortnight. They are taught EAL in a small group, focusing on improving their general communicative competence in the skills of listening, reading, writing and speaking, as well as English grammar and vocabulary development.
- Similarly, Y9 EAL classes are also timetabled against mainstream English lessons, with the same flexibility for students to move between EAL and mainstream as appropriate. 5 small-group EAL lessons are typically scheduled per fortnight, focusing on improving overall communicative competence. Students in this year group whose English is sufficiently strong are encouraged to prepare for and take a Cambridge Assessment English exam such as B1 PET or B2 FIRST.
- At GCSE level (Y10 & Y11), EAL students usually prepare for IGCSE in English as a Second Language. The scheme of work for this is attached as an appendix to this document. Students are taught in a separate dedicated set during GCSE English lesson time, usually 6 lessons per fortnight. Early on in Y10 there is scope for linguistically stronger students to move to mainstream English if appropriate.
- It is policy not to tender an additional charge for group classes that are scheduled in place of mainstream English classes.
- Private or very small group tuition is provided for students where a need is identified by the school, the parents, or the student him/herself. This may be to work on a specific

linguistic weakness such as writing skills but may also be to support the student's work in mainstream subjects, often those subjects with a heavy load of unfamiliar vocabulary such as Geography, Theology, Economics or Psychology.

- Students remaining at the College for one year only are encouraged to prepare for and take a Cambridge Assessment English exam such as B1 PET, B2 FIRST or C1 ADVANCED.
- International Sixth Form students are taught at a mutually convenient time during their study periods. These are generally individual or small group lessons, and the focus of these can be on specific areas of difficulty (e.g. grammar, academic writing), or help with A level subjects with particular linguistic challenges (e.g. Psychology, Economics). Most frequently, however, international Sixth Formers choose to prepare for the International English Language Testing System (IELTS) exam, which for most is a requirement for entry into university. International Sixth Form students are also given help with the drafting of their UCAS Personal Statements and receive other relevant help associated with their university choices. They may also need advice and references for applications to overseas universities.
- Private classes scheduled outside of the regular timetable are charged additionally.
- Setting and marking of work is done in accordance with general school policy.

It is the policy of the EAL department that the curriculum will integrate with and support the mainstream curriculum that international students' study.

- Each student has an Individual Education Plan (IEP) which is accessible to all staff.
- The Induction Programme for new teachers includes a session on Supporting EAL students in their Academic Studies and CPD and Inset training is sometimes offered to all teachers in the college, given by a member of the EAL department.

## **6. Pastoral support for EAL students**

### **PPC Induction**

- On arrival students will be taken to their Boarding House, and they will be allocated a mentor from among the students. Their mentor will help them to settle in and find the way around the site, as well as adjust to the daily routines of the school.
- On the first evening EAL students will receive a briefing from the school nurse from the Medical Centre.
- During the school week all students will belong to a Day House, with a Housemaster/Housemistress and Tutor, who will look after their academic progress.
- In the Michaelmas Term, new international students are given a familiarization tour of Bath during the first week of term.
- Soon after arrival, international students are provided with an induction to life at Prior Park, including school rules, who's who, as well as academic, logistic, social and other aspects.
- The EAL department with support from relevant staff (e.g. Head of Sixth Form, HoDs) will ensure that EAL students understand the complexities of the UK education system including external examinations and qualifications, as well as entry to higher education and careers.
- Tutors will go through weekly routines, including timetables, calendar, school rules and systems.
- Academic guidance on such matters as prep routines, coursework requirements, who to ask for help etc. will be carried out by the EAL department with the support of relevant tutors and Housemasters/mistresses.

### **PPC During Term Time**

- It is the responsibility of HoDs and subject teachers to ensure that EAL students are given clear and appropriate advice on study skills in their chosen subjects. This should take

place ideally at an early stage. It is equally important that teachers are sensitive to special needs of EAL students and ensure that due differentiation takes place. The EAL department stands ready to advise as required. All teachers are expected to be familiar with the EAL policy, as well as be aware of who the EAL students are.

- A full list of names, along with relevant policy documents and Individual Education Plans are available each academic year and will be updated by the EAL department as necessary.
- The EAL team supports tutors in advising students at key moments, such as when choices are made for GCSE and A Level. In addition, support is given as students transfer to university. This is coordinated by the Head of Sixth form, with the EAL team supporting students with personal statements, interview preparation, etc.
- It is policy that students are encouraged to speak English at all times, both in the House and the classroom. Teaching and pastoral staff are expected to support this principle actively. This is done to help EAL students to improve their language skills and to integrate most effectively with their UK peers.
- EAL students will as a matter of course be given advice on particular areas of daily life in the UK, such as smiling, making eye contact, friendly greetings, table etiquette etc. This advice will be given to all students in some cases, but specific advice on cultural differences will be offered under the guidance of the EAL department.
- Students are encouraged to share information about their culture by making displays or giving assemblies or performances, especially when there is a celebration (e.g. Multicultural Evening or Chinese New Year). All international students take part in a public speaking competition in the Michaelmas term, and three students are selected to take part in the annual International Student Voice competition, a public speaking competition for overseas boarders in the Bath area. This allows them to have their own 'platform' and they and their accompanying audience members have the opportunity to meet their compatriots from other local schools.
- International students make a valued contribution in all aspects of school life.

## APPENDIX B

### Cambridge IGCSE English as a Second Language 0511 (count-in speaking)

The aims of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

#### Syllabus content

Candidates may follow either the Core curriculum only or the Extended curriculum which includes both the Core and Extended. Candidates aiming for grades A\* to B must follow the Extended curriculum.

Reading: Core Level	Reading: Extended Level
<ul style="list-style-type: none"> <li>• understand simple texts, e.g. public notices and signs (including timetables and advertisements)</li> <li>• identify and retrieve some facts from simple texts, e.g. to complete a form</li> <li>• select and organise some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds</li> <li>• recognise some ideas, opinions and attitudes in a range of texts</li> <li>• begin to understand what is implied but not actually written, e.g. gist, purpose and intention</li> </ul>	<ul style="list-style-type: none"> <li>• understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers</li> <li>• identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form</li> <li>• select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds</li> <li>• recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them</li> <li>• understand what is implied but not actually</li> </ul>
Writing: Core Level	Writing: Extended Level
<ul style="list-style-type: none"> <li>• carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100-150 words) in an appropriate and accurate form of English</li> <li>• describe, report and give personal information</li> <li>• identify, organise and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English</li> <li>• describe, report and give a wide range of information</li> <li>• identify, organise, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper</li> </ul>
Listening: Core Level	Listening: Extended Level
<ul style="list-style-type: none"> <li>• understand simple information presented</li> </ul>	<ul style="list-style-type: none"> <li>• understand and select from a range of</li> </ul>



<p>in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations</p> <ul style="list-style-type: none"> <li>• identify and retrieve some facts from material, e.g. a formal talk</li> <li>• recognise some ideas, opinions and attitudes</li> <li>• begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention</li> </ul>	<p>information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations</p> <ul style="list-style-type: none"> <li>• identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk</li> <li>• recognise and understand ideas, opinions and attitudes and explore the connections between them</li> <li>• identify the important points or themes of the material including attitude, relationships between speakers</li> <li>• understand what is implied but not actually spoken, e.g. gist, purpose and intention.</li> </ul>
<p><b>Speaking: Core Level</b></p>	<p><b>Speaking: Extended Level</b></p>
<ul style="list-style-type: none"> <li>• carry out a range of speaking activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs</li> <li>• conduct a sustained conversation with some confidence</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs</li> <li>• respond confidently to new, topical ideas</li> <li>• conduct a sustained conversation with a sense of audience and purpose</li> </ul>

## APPENDIX C

### Supporting EAL students in their academic studies

*Liaison between EAL pupils, subject teachers and the EAL teacher is crucial. This 3-way process of support will enable pupils to feel at ease in their academic life at school.*

- Encourage the other pupils in your class/tutor group to make new EAL pupils feel welcome. Keep an eye on them & make sure they know where they have to be & when etc. Familiarise them with classroom/school procedures
- Sit EAL pupils at the front of the class so you can see what they are taking down. Even if you allow 'free seating' new EAL pupils like to be told where to sit.
- Pair them with English pupils for group/pair work.
- Think about the language you use:
  - Talk slowly & clearly
  - Avoid ending mid-sentence
  - Ask one question at a time
  - Try to avoid idiomatic/colloquial expressions
- Stick to the topic, introduce the topic of the lesson and summarise the main points.
- Do not assume verbal instructions have been understood. Write instructions & prep on the board.
- Rephrase (rather than just repeating) anything that has been misunderstood.
- Electronic translators/dictionaries. Let them be used (if you agree) but not over-used.
- If possible, read out what is written on the board & don't rub it out too soon.
- Keep regular eye contact to monitor attention & understanding.
- Correction techniques - use praise & encouragement, 'A good try but....'
- Remember, some EAL pupils are still trying to get to grips with everyday communicative English. Explain technical terms in plain English, then emphasise them by repetition & writing on the board (keep a corner of the board for this?) / flash card / photocopied sheet.
- You may need to give extra help with subject-related concepts by giving gap-filling exercises, labelling diagrams etc. Remember that a lot of EAL pupils have just joined our education system & have missed classes in the lower school (eg safety procedures in science laboratories)
- Repeat instructions & get EAL pupils to repeat them back.
- Try not to make Euro-centric assumptions. Please think ahead at the beginning of each topic - you may need to explain (or refer to EAL Dept) when you realise there are chunks of missing elementary knowledge.
- Many EAL pupils have not had experience of independent learning / doing research. They have often been expected to **NOT** participate or ask questions but to memorise all that the teacher says.
- Public reprimands (and excessive public praise) can be extremely embarrassing in some cultures. Best to do it on a 1:1 basis.
- Note-taking is a high-level skill & you (or an able British pupil) may have to give assistance with photocopied notes.
- Coursework - EAL dept can check through for grammatical errors/register before submission to subject teachers.
- Unsatisfactory work/exam result - again EAL dept can go through this with pupil on an individual basis.