



Rossall

INSPIRING EXCELLENCE

POLICY AND PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

SLT Lead: Senior Deputy Head (Academic) (DP)	Date Reviewed: Michaelmas 2023
Circulation: Edwel, SLT and Common Room	Next Review: Michaelmas 2025
Ratified by Council:	Date: 28/11/2023

ROSSALL SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE

WHOLE SCHOOL POLICY

Statement of Aims

The school is fully committed to a policy of inclusion and equal opportunity and will aim to ensure that pupils with English as an additional language are fully supported in accessing the curriculum and all other areas of school life. We aim to identify students' language learning needs as early as possible and continue to monitor and adapt to changes in these needs as students progress through school.

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

- Use English confidently and competently in a range of contexts
- Use English for learning across the curriculum
- Use English in social situations

We seek to achieve our aims by:

- Providing EAL courses to develop language skills and enable students to succeed at school and beyond
- Preparing students for a wide range of public examinations in English as an Additional Language
- Helping students with acculturation into life in the UK
- Helping students with acculturation into life in a British Independent School
- Helping students develop good study habits
- Helping students become reflective and independent learners
- Supporting students in other academic subjects where possible (e.g. by providing a Rossall Glossary for key subjects)
- Supporting and advising colleagues in other academic departments on matters relating to the teaching of EAL students
- Providing CPD for colleagues in other departments on teaching and working with international students

We acknowledge that all teachers are, in practice, language teachers with responsibility for facilitating communication. This is true of all teachers who teach pupils who have English as an additional language.

Pre-Arrival

International students take the online Cambridge English Placement Test as part of the admissions process for Rossall School. This enables us to assess a student's language ability and identify the most appropriate courses for them. Students entering directly into the mainstream at KS3 or KS4 are normally expected to have a level equivalent to at least CEFR B1 or above, although we may accept slightly weaker students onto some courses on a case-by-case basis. Weaker pupils may follow a slightly reduced curriculum to enable them to cope with their academic load and/or receive additional EAL support. Registry staff liaise with senior academic members of staff and/or Head of EAL to ensure that students are placed on the correct courses. Students entering Sixth Form are normally expected to be at B2 level or higher for A Level, and C1 or higher for IB courses.

Students are usually assessed again post-arrival and adjustments can be made to their study plans if necessary and/or appropriate. If, on arrival, a student is considered to have a much lower level of English than suggested by their entry test, this should be referred to the Head of EAL who will follow up with the Director of Studies or Senior Deputy Head, school registry and any other relevant parties. If appropriate, the school will follow up with the student's agent or family and discuss a suitable course of action or change of study plan.

The EAL Department

The EAL department functions as a normal academic department within the school, led by the Head of EAL and staffed by a small team of full- and part-time staff. Most EAL teachers have specialist qualifications in teaching EAL (such as the RSA Certificate or Diploma, or a Master's) and/or a PGCE.

The department follows the same principles of teaching and learning as other subject departments and is subject to the same scrutiny and monitoring. Teachers are expected to participate fully in the school's extensive CPD programme; they are also actively encouraged to keep up-to-date with current trends and to refresh their subject-specific skills by attending appropriate external training courses and conferences.

EAL lessons

The department teaches overseas pupils of all levels across the Senior School with EAL lessons timetabled, like other academic subjects, during the normal school day. In line with our inclusion policy, EAL students are normally integrated into the relevant year group with peers of the same age. The number of hours' tuition provided depends on the year group and language ability, but is typically 3 - 4 hours per week. Students in years 7-11 who need EAL support are normally withdrawn from MFL in order to attend EAL lessons. In years 12 and 13, students are timetabled for 4 hours a week in the relevant option blocks.

Special international programmes exist for some pupils entering into year 11. This may mean a hybrid course or a year 11 foundation course. In all cases, students will benefit from timetabled EAL lessons as part of their curriculum.

Where feasible, we try to set EAL classes by language ability. However, this is not always possible because of numbers or timetable constraints, so many classes are mixed ability, and teachers are expected to take this into consideration in their lesson planning. Guidance is given in the department handbook.

Classes focus on improving general English language skills and examination preparation. Extra help is provided during breaks, lunchtimes or at departmental clinics during activity time after lessons. This may be individual help, or in small groups. Some of these sessions will be run on a workshop basis to encourage independent learning while others may be taught sessions focusing on a particular language issue, or targeting a particular group of students.

In EAL lessons, we hope to encourage a relaxed, "safe," 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. While teachers are largely expected to adopt a

communicative approach to teaching and learning, we recognise that students have different learning styles and therefore aim for a variety of teaching methods.

Cross-Curricular Support and Training

Subject teachers are encouraged to refer students to us, with samples of work, if they have concerns about their language skills, especially where this is felt to impact upon their performance in the subject.

Additionally, the department is able to advise on strategies for teaching EAL pupils effectively and supporting their learning. Sessions on working with EAL learners will be delivered as part of the whole school CPD programme every year. The department is also willing to work with individual teachers or departments.

Pastoral

Due to the nature of EAL provision, the department has a special interest in the pastoral care of all overseas pupils and any concerns arising in class or through informal discussion with students should be flagged with the Head of EAL, and/or Heads of Year, Tutors and Houseparents.

Learning Support

Teachers will be made aware of any students known to have special educational needs and considerations to be made in support of their learning. However, international students, and/or their parents, may sometimes be reluctant to declare such needs. Teachers should, therefore, be vigilant and bring to the attention of the Head of EAL any students that they feel may require learning support. The teacher and/or Head of EAL will refer the student to the Head of Learning Development for advice on next steps and appropriate support measures.

We may also refer to our language teachers or assistants to communicate with students in their native language if this is felt to be necessary or beneficial.

EAL Curriculum

In EAL lessons, teachers will support students in developing their English language skills and communicative ability. Through structured, topic-based course content students work on improving the skills of reading, writing, speaking and listening, as well as developing accuracy in the use of grammar and extending their range of vocabulary. Teachers exploit topics where possible to provide input on British culture and values, and make cross-cultural comparisons.

Schemes of Work are in place for each year group. These are usually based around a coursebook aligned to the CEFR (Common European Framework of Reference for Languages). Course books are carefully chosen to provide a structured framework and ensure that grammar structures and vocabulary are presented in a logical sequence and at an appropriate level. All four skills of listening, speaking, reading and writing will also be developed in relevant, meaningful contexts. Our coursebooks also provide guidance and practice in answering examination questions at different levels. Teachers are expected to supplement the coursebook with other materials and design their own activities according to the needs and interests of the groups they teach. They should also ensure there is ample opportunity for whole class discussions, pair work, group work and task-based learning. A key aim should be to encourage all learners to become as actively involved in the learning process as possible. A wide range of supplementary teaching resources is available in the

EAL staff room. This includes a range of graded readers for students to borrow and read at their own pace.

The scheme of work for each year group is generally linked to an English language examination at the target level which students will aim to sit by the end of the year.

Cambridge Examinations

Rossall School is a registered centre for Cambridge Assessment English examinations (part of the University of Cambridge). Examinations are available at a range of levels from Elementary to Advanced. Students in all year groups are eligible to sit these examinations and a range of sessions is available throughout the academic year. There is usually at least one session a term.

The Cambridge examinations assess all four skills and, from First Certificate in English upwards, they also explicitly test accuracy in grammar and vocabulary through a range of English in Use exercises.

If students are successful in passing these examinations, they receive an internationally recognised qualification which is aligned to the levels on the CEFR. Some of the examinations are available in a “For Schools” version, which makes them accessible even for younger learners at Key Stage 3. We encourage all pupils up to KS4 to enter for these examinations at the appropriate level; it gives them a sense of achievement and motivates them to progress further. The levels are:

Examination(s)	CEFR level	Language Level
Key English Test (KET) Key English Test for Schools (KET)	A2	Elementary
Preliminary English Test (PET) Preliminary English Test for Schools (PET)	B1	Intermediate
First (FCE) First for Schools	B2	Upper intermediate
Advanced (CAE)	C1	Advanced

Key Stage 3

On reaching the appropriate level, pupils in years 7-9 will be entered for the KET or PET for Schools examinations. Particularly able pupils in these year groups may take the First for Schools examination.

Key Stage 4

In years 10 and 11, international students with sufficient language proficiency follow the GCSE English Language and Literature syllabus alongside their British peers in the mainstream.

Students taking EAL lessons also have the opportunity to take Cambridge examinations at the appropriate level, i.e. PET, FCE or higher. It should be noted that students studying in the

mainstream often communicate quite fluently, but may have weaker reading and writing skills. The EAL course aims to support students in developing the full range of skills to a higher level, as well as developing greater accuracy and range of expression.

Key Stage 4 - IC11

Students on one of the special one-year international programmes will have the same opportunities to take Cambridge examinations at the appropriate level.

We also prepare pupils for the Cambridge IGCSE First Language English examination. This is a challenging examination as it is intended for native speakers of English. However, it is a requirement for students from countries such as Germany to take this or a similar qualification if they wish to continue their education in their country of origin.

Sixth Form

At the beginning of year 12, A Level students are tested or re-tested on arrival and those identified as requiring ongoing English support are timetabled for EAL lessons. In the Sixth Form students continue to develop their general English language skills and also start to focus on developing a more formal, academic style of English in preparation for university study. They work towards the IELTS examination. Students who have achieved the appropriate level will be encouraged to take IELTS in the Lower Sixth, while those who need longer may continue their preparation in the Upper Sixth. Students will also have the opportunity to take Cambridge examinations if they wish.

Students who score C1 or higher are not timetabled for EAL unless they specifically request it. However, these students will be supported in self-study if they wish to prepare for IELTS. An IELTS preparation class will also be offered for more advanced students later in the year.

IELTS

IELTS is the International English Language Testing System (co-owned by the British Council, Cambridge Assessment English and IDP Education). It uses a nine-band scale to measure language proficiency for students wishing to study at higher level through the medium of English. The test results give an overall score and separate component scores for each skill section of the test (listening, speaking, reading and writing). Most good UK universities will ask for an overall level of 6.5 or higher.

The IELTS examination is available on a range of dates throughout the year and has to be taken at recognised centres, the nearest of which are in Manchester and Lancaster. The Head of EAL will normally make arrangements for a group booking twice a year. Students may also make their own arrangements to sit a test at another time. The EAL department is available to advise and assist students wishing to make independent arrangements.

Assessment and feedback

EAL students complete regular internal progress tests and follow the senior school assessment schedule. They receive regular feedback on their attainment and performance. This may be immediate oral feedback and error correction in lessons, or written comment and feedback on written assignments given individually. The EAL department follows the ReAct and yellow box feedback system.

Student needs are continually monitored with regular discussions on student progress within the department. This may be done informally during free periods or break times, or at the regular departmental meetings which usually take place fortnightly. Feedback from other

subject teachers, tutors and boarding staff is also requested to flag any students who may be struggling and to inform EAL provision.

Further Information

Further details of the department and its work are covered in the EAL Department Handbook, available on request.

Joanne Fairhurst
Head of EAL
September 2023