

English as an Additional Language Policy

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide

St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.

Introduction

The College is fortunate in having an international student body that brings a wealth of talent and ability and a global perspective to College life. It also has some students from the UK for whom English is not their first Language. The College is committed to supporting international and Additional Language English students in achieving their potential through inclusion, specialist advice and support and by providing a full student entitlement at no extra expense to the student in Years Elements to Rhetoric 2.

Aims and Objectives

This EAL policy is designed to support students for whom English is an Additional Language. This includes students who have a home language other than English and recognises that students with English as an Additional Language (EAL) come from a range of ethnic, economic, and linguistic backgrounds. We welcome students from a wide variety of nationalities.

The aim of this policy is to ensure that we meet the full range of needs of EAL students in both The College and The Prep.

Admission Arrangements

The admissions department identifies international students for whom English is an additional language at the initial enquiry stage and assesses them for entry to the College. Selection is made on the basis of interview and entry testing and the minimum entry requirement is the demonstration of the potential to achieve good passes in five GCSEs and three A Levels. International students are normally expected to also achieve an A Level in their mother tongue if available. Typically, a student is expected to demonstrate a functional level of English and have the potential to make rapid progress.

The admissions team works with relevant HSMs and Academic HODs to ensure an appropriate curriculum can be offered and ensure that students will have security and direction within the College.

The Role of the EAL Department

EAL students have widely varying levels of English and the EAL Department designs and runs courses that are tailored as closely as possible to their needs. The EAL Department also liaises with HSMs and Academic HODS to ensure their timetable is suitable and allows a suitable balance of time for both EAL tuition and access to the wider curriculum. All students are given opportunities to achieve internationally recognised ESOL qualifications up to and including university entrance level.

On entry to the College, students will be invited to sit an English Placement Test in order to check that their level of English is not too much at variance with the English level demonstrated in the initial entry test and that the College has the most up-to-date information.

The EAL Department liaises with HSMs, tutors and the boarding team to monitor and assist integration during the period of settling in and full adjustment to the new school environment. The College recognises that during this period of transition, international and EAL students may require a heightened level of educational and pastoral support and that, while this usually decreases, continuous monitoring and support is crucial to a student's academic success and wellbeing. Welcoming and helping integrate international students to the Christian community at St Edmund's is also integral and although some students may not be Roman Catholic, the ethos of the College offers spiritual comfort to all.

The EAL department also maintains co-operative links with parents, guardians, and agents and ensures that all staff are aware of best practice in meeting the needs of EAL students. This is done by ensuring lessons are well staged and presented, adaptive teaching methods are used, and resources are well chosen. Kindness and encouragement are considered to accelerate learning, particularly in the first term, with the teacher increasing expectations and demand when it is suitable. Teachers should speak clearly and tactfully correct students' mistakes in the use of English. Students are expected to bring a bilingual or online dictionary to every lesson, record and learn vocabulary in a dedicated vocabulary book, participate and be proactive in seeking support and asking questions.

EAL Procedure in The Prep School

1. Introduction

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Several of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

2. Aims and objectives

The National Curriculum secures entitlement for all children in several areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

3. Teaching and learning style

In our school, teachers take action to help children who are learning English as an additional language by various means:

developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors, and idioms.
- explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- providing a range of reading materials that highlight the separate ways in which English is used.
- ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- encouraging children to transfer their knowledge, skills and understanding of one language to another.
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning.
- providing support through ICT, video or audio materials, dictionaries and amanuenses.
- allowing the children to use the home or first language where appropriate.

4. Curriculum access

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

We do not withdraw children from lessons to receive EAL support. As required, the learning support assistants support individual children or small groups of children. Sometimes the learning support assistant works with groups of children, of whom only one or two may be EAL children.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- providing opportunities for children to hear their home languages as well as English.

5. Assessment

We carry out ongoing records of attainment and progress in line with agreed school procedures.

For the science and written mathematics tests, we provide verbal support in the papers that we think are likely to prove difficult for children for whom English is an additional language.