



Sidcot
Live Adventurously

Policy Name: English as an Additional Language

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1 Introduction

1.1 Sidcot School is an independent mainstream boarding and day school for girls and boys aged from 3 to 18 years. It has a Quaker ethos and a diverse international school community. Within the School Community, many languages and cultures are found side by side. Sidcot values this diversity and encourages the sharing of both language and culture. Language is the keystone to all learning. Sidcot recognises this and places language at the centre of all that we do.

1.2 All teachers at Sidcot are language teachers, and aim to provide the social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner.

1.3 All teachers take responsibility for teaching subject specific vocabulary and supporting non-native English speakers in particular with their acquisition of new vocabulary.

1.4 All departments and curriculum areas take responsibility in delivering language skills in Reading, Writing, Listening and Speaking.

1.5 The language of instruction is predominantly, but not exclusively, English. This policy sets out how the School supports students for whom English is an additional language and the role of the Modern Foreign Languages department.

2 Scope

2.1 This is a whole school policy.

2.2 This policy is available on the School's website, in hard copy form upon request free of charge, and on the School's intranet (Firefly). It may be made available in different formats upon request.

3 Aims

3.1 To enable students whose first language is not English to reach their full potential while studying at Sidcot.

3.2 To allow all students to leave Sidcot with internationally recognised qualifications in English acceptable to UK universities

4 Non-native Speakers at Sidcot

Senior School

4.1 Admissions Process

4.1.1 Sidcot welcomes students whose first language is not English into year groups. The School requires a minimum level of English proficiency which is acceptable for study. Please refer to admissions policy 3.1.

4.1.2 Upon admission but prior to arrival at the School, each student is provisionally allocated a place in either a mainstream year group, or in the Year 11 Pathway programme – a one-year GCSE foundation group – please refer to paragraph 4.2.4.

4.1.3 All non-native speaking students are tested again on arrival to Sidcot to determine whether they have been provisionally placed in the group which best meets their needs.

4.2 Support with the English Language

4.2.1 The vast majority of non-native speakers will receive direct support with the English language in the classroom from their teacher, but in some cases a student's level of proficiency is such that they do not require support. In other cases, students reach a point during their time at Sidcot that they no longer need formal support. All tasks are properly adjusted to recognise each student's circumstances and to meet their needs in English, affording enhanced opportunities for speaking and listening.

4.2.2 Group lessons for EAL students

Students in Year 9 receive group EAL lessons in place of one Modern Foreign Languages (MFL) option. This focuses on developing their all-round English skills through topic based learning.

Students in Years 10 and 11 receive group lessons working towards IGCSE English as a Second Language. This is one of their 'options' for GCSE and so does not replace any core subjects. Students receive three lessons per week for two years and sit the exam at the end of this period.

Students in Year 12 taking A Levels (rather than the International Baccalaureate), receive group lessons working towards the International English Language Testing System (IELTS): Academic. This is the qualification necessary for overseas students to enter a UK university. It is scored from 1 to 9 in the areas of Listening, Reading, Writing and Speaking. Different universities and courses require different attainment levels. Students receive two lessons per week for one year sitting the exam at the end of June.

Students in Year 13 taking A Levels (rather than the International Baccalaureate) who have not yet achieved the IELTS score they need for their university of choice, may join Year 12 IELTS classes.

4.2.3 One-to-one lessons for EAL students

All students whose first language is not English and who are in mainstream classes (rather than the Pathway Programme) receive at least one individual lesson per week until their proficiency in English is sufficient to warrant this unnecessary. It is common for students below Year 10 to attend more than one class per week. Classes carry an additional charge which is billed termly. Lessons are timetabled to take place during free periods, or if necessary at lunch time or after school. Wherever possible, no student misses any mainstream classes to have their one-to-one lesson.

Students up to and including Year 10 will work towards one of the Cambridge suite of exams, in addition to being supported with language aspects of their coursework. Year 11 students receive extra support with their IGCSE English as a Second Language. Year 12 and 13 students work with their one-to-one teacher to tailor a programme of lessons focussing on their needs for IELTS.

The Head of EAL is responsible for timetabling all one-to-one lessons at the start of the Autumn Term and lessons start during the first full week.

4.2.4 The Year 11 Pathway Programme

The Pathway Programme is a one year GCSE programme for international students, who will sit between 4 – 6 GCSEs in a one year timeframe.

Students in the Year 11 Pathway Programme are streamed according to their English Language ability.

Students who are more proficient in English will not attend any additional English lessons.

Students with less well developed English will attend EAL English lessons working towards IGCSE English as a Second Language. Such students are also entered for the Cambridge Preliminary English Test (PET) in December, and are provided with grammar classes to improve their overall Proficiency in English.

Where necessary Year 11 Pathway students will be advised to take one-to-one lessons, but this is not a standard element of the course.

4.2.5 International Baccalaureate (IB)

Overseas IB students do not receive any automatic additional English support as a part of their course. However; where necessary, they may receive one-to-one tuition at an additional cost.

4.2.6 External Examination entry

The Examinations officer is responsible for entering students for the IGCSE English as a Second Language and exams on the Cambridge suite. The Head of EAL is responsible for entering students for the IELTS exams.

International students are able to use their own dictionaries during all lessons if they wish. If this is a student's normal way of working, this serves as evidence for dictionary use during external non-EAL exams. The School provides exams dictionaries in such cases, where the use of a bi-lingual dictionary is permitted by the regulations.

In line with current regulations; extra time for the extensive use of a bi-lingual dictionary is given in internal and external exams to GCSE students who have been in the UK for three years or less and who have not been previously educated in English.

5 Monitoring of Progress of EAL Students

5.1 Teachers monitor the progress of each student as part of the teaching process, and through homework, tests, classroom performance and external examination. Each student has a profile of linguistic development which enables further planning and target setting.

5.2 EAL individual and group teachers keep records of the progress of each student based on homework and classwork activities. The Head of EAL keeps records of all external EAL exam results which show progress as the student moves through the school.

5.3 Students with specific subject difficulties as a result of a low proficiency in English, are identified by class teachers and entered on SIMS. Additional lessons and support may be provided to address the difficulty.

5.4 Where necessary individual EAL lessons are tailored to support specific mainstream subjects in terms of vocabulary and topic support or help with interpreting homework tasks.

6 Support in Boarding

6.1 All new international students in boarding participate in an induction programme which aims to promote their understanding of boarding life and promote their personal development. Whilst speaking English is encouraged in all social areas of boarding houses, the importance of their own language (L1) is recognised and students have ample opportunity to use their own language around the boarding house. New international students are made aware of those more experienced students and/or staff who share the same first language, to support them should they find it difficult to communicate an issue in English.

6.2 Boarding houses organise house events that both promote a British and international lifestyle (including British Values), whilst also celebrating individual cultures' annual events.

7 Junior School including EYFS

7.1 Admissions Process

Sidcot welcomes children whose first language is not English into all year groups. The School requires a minimum level of age appropriate English proficiency in order for learning to take place. This is assessed on the Taster Day. Please refer to admissions policy 3.1.

7.2 Support with the English Language

The vast majority of non-native speakers will receive direct support with the English language within the classroom setting from the class teacher. However, in some cases a pupil's level of proficiency is such that they do not require support. In other cases, pupils reach a point during their time at Sidcot that they no longer need formal support.

7.3 One-to-one lessons

If non-native speaking pupils at Sidcot are finding the level of English required in order to learn, challenging, the Head of the Junior School will liaise with the Head of EAL to organise a series of one-to-one lessons. The frequency of such lessons is dependent on need. Classes carry an additional charge, which is billed termly.

7.4 Monitoring of EAL students

EAL pupils' progress is tracked and monitored alongside that of native speakers. Teachers monitor the progress of each student as part of the teaching process, and through homework, tests, classroom performance and external examination. Each student has a profile of linguistic development which enables further planning and target setting.

If appropriate, EAL students are permitted readers and bilingual dictionaries in formal tests. The aim of the tests, is for the pupils to demonstrate their understanding of the subject material rather than of the English language itself. Their level of English should not be viewed as a barrier to learning, or diminish their ability to shine in a variety of subject areas.

8 Responsibility for this Policy

8.1 The Deputy Head Academic and the Head of the EAL department and the Head of the Junior School, are responsible for the review of this document, in conjunction with the Board of Governors.

8.2 This policy will be reviewed every 3 years, or sooner if change to legislation, regulations or practice dictate.

9 Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
20.01.2017 Adoption by Board	Review of policy, insertion into new template. Clarification of content. Insertion of paragraphs regarding monitoring, and support for boarders.
25.03.2017 Adoption by Board	Inclusion of Junior School
01.12.2017	Reviewed by Head of EAL and Pathway Programme