



THE ORATORY

## THE ORATORY SCHOOL (OS)

### EAL Policy

The Oratory School aims to provide equality of access to the curriculum for all its pupils, including those for whom English is an additional language (EAL). It aims to ensure that the language and learning needs of all pupils are identified and that they are supported in overcoming any obstacles which might prevent them from achieving their full potential.

Specialist EAL teachers assist students whose first language is not English so that they can participate fully in all the activities of the school and grow in confidence. The aim is to give every student the opportunity to fulfil their potential at the Oratory School through the medium of English.

All students are encouraged to develop their written and spoken communication skills with appropriate fluency and register. There is great emphasis on learning vocabulary in context, developing reading and writing skills, improving grammatical accuracy and learning study skills. It is also important that students develop a greater cultural awareness and understanding of independent learning techniques.

The courses are very practical and are designed to help students communicate effectively both in the classroom situation, in the boarding houses and in the community. Students are encouraged to read as much as possible and there is a small EAL library in the department and the school library holds texts suitable for EAL learners, the librarian is happy to assist individual boys and we also have occasional library lessons to help students develop their independent reading.

Students are encouraged to bring work from other subject areas to the EAL department for further explanation, clarification and help with the accuracy of written answers. The EAL teachers liaise closely with other subject staff and house staff to ensure the well-being of the overseas students and to cater as fully as possible for their individual needs. It is also considered important to offer support where necessary to the subject teachers.

All students are encouraged to make full use of the support offered by the department; they are made aware of the department's open door policy and each student is encouraged to feel that they can turn to the EAL staff for support and help in a wide range of situations, whether academic, practical or emotional.

Boys for whom English is not their first language are assessed on arrival by our EAL Department and a programme of study is offered, based on age, level of English and long term aims.

The focus of the EAL Department is to help all overseas boys settle into English boarding school life as quickly as possible by improving their English and by offering cultural and mainstream lesson support. We also offer preparation for a wide variety of exams, such as the Cambridge suite of exams, Edexcel IGCSE English as a Second Language and IELTS. In addition we ensure that two literary texts are studied in years 9 and 10, one Shakespeare and one established English writer such as Dickens, Conan Doyle, Shelley or Austen.

Boys entering our sixth form without the necessary qualifications for entrance to British universities need to join the two-year IELTS programme run by the department. This involves attending at least four group lessons per week.

Overseas boys entering from 3<sup>rd</sup> form upwards who score B2 or lower on their placement test are taught English as a Second Language in their timetabled English lessons. 3<sup>rd</sup> Form students follow the PET course, 4<sup>th</sup> Form the FCE and 5<sup>th</sup> Form the IGCSE Second Language English (Edexcel).

There is no cost for any of these timetabled classes. However, if boys do not choose the timetabled EAL option, or wish to have additional 1:1 lessons, they are timetabled with a peripatetic teacher and they are charged.

In the 1<sup>st</sup> and 2<sup>nd</sup> Forms we operate on an immersive basis with boys attending all mainstream classes with their peers. As needs arise we offer boys 1:1 English lessons. These lessons are charged to the parents. After our initial assessment we contact the parents or guardians to make our recommendations regarding the number of lessons we feel would be appropriate.

The Head of EAL maintains a list of EAL pupils receiving support, which is circulated to all colleagues at the start of the academic year, and often at other points as a reminder. In cases where the English level is particularly low, A1-2, the Head of EAL will also circulate advice for teachers and is available to meet with departments and individual teachers on request.

All teaching staff are required to be aware of the particular needs of EAL and overseas students, and to make provision for them within their taught classes. This is often as simple as ensuring that overseas students understand difficult words, both specialist and in the carrier language, and checking understanding of material. The Head of EAL provides advice to teaching staff on the needs of particular boys, and a briefing on EAL is part of new staff induction.

The Head of EAL liaises with the Examinations Officer to ensure that Access arrangements are made for the use of bi-lingual dictionaries in tests and examinations, where pupils are entitled to these.

Updated October 2018 by EVF