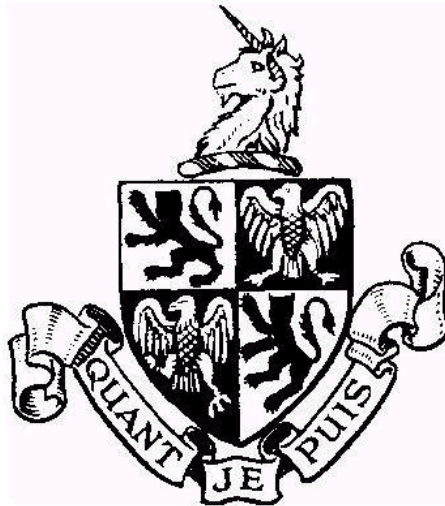


A.M.D.G.

Stonyhurst St. Mary's Hall

English
as an
Additional Language



HANDBOOK

September 2018

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STONYHURST MISSION STATEMENT

Stonyhurst is a coeducational Catholic boarding and day school, faithful to the teachings of the Church and to the educational principles of the Society of Jesus.

In keeping with our Jesuit ethos, we welcome young people of other Christian tradition and other faiths, encouraging them to play as full a part as they can in the spiritual life of the school. Stonyhurst has an international dimension, with links to other Jesuit schools and the wider Stonyhurst 'family' throughout the world.

OUR MISSION IS TO:

- Develop our pupils' talents by challenging them to give of their very best in all that they do, to the greater glory of God.
- Be a caring, supportive, and prayerful community of pupils, staff and parents with Jesus at the centre.
- Prepare young people intellectually, spiritually and emotionally to provide leadership in facing the problems of the modern world.
- Nurture independently-minded young people, able to think for themselves, and to stand up for their beliefs.
- Know each of our pupils as individuals, provide for their individual needs, and help them become well-rounded adults.
- Encourage our pupils to become men and women who will do as much as they can for other people.
- Help our pupils to find God in the majesty of *His* creation, and to be good stewards of the resources entrusted to them.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

AT

STONYHURST ST MARY'S HALL

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL pupils from 5 – 7 years to gain the skills and understanding to participate fully in an educational system, in line with mother tongue speakers of English.

At Stonyhurst St Mary's Hall, EAL is valued as a special achievement.

All teaching staff are aware that bilingual children may have a competence in their first language, which equals or surpasses their competence in English. They acknowledge that an individual child's mature and high-level understanding of his or her first language is of great benefit in his or her learning of English as an Additional Language. All teachers accept that the maintenance of the first language is a powerful tool in developing a child's conceptual learning through the medium of English.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy is a statement of the aims and strategies in place to ensure that EAL pupils at Stonyhurst St. Mary's Hall fulfil their potential. Specific arrangements for EAL provision in the Pre-Prep (including the EYFS) can be found in appendix 1.

a. The EAL Department aims to develop:

- The pupil's ability to communicate effectively in English in different situations.
- The pupil's understanding of the spoken and written language.
- Linguistic ability.
- Insights into Britain and its culture.
- An understanding that the multilingualism of our EAL pupils enriches our school and our community.

The EAL Department has the following objectives:

- To encourage each pupil to excel and to achieve his or her full potential in all areas of their lives at St. Mary's Hall (SMH)
- To assess the needs of each individual pupil and provide support to reflect their strengths and weaknesses in order to grow in line with the Jesuit tradition.
- To assess on arrival all pupils for whom English is not their first language and determine their standard so that strengths and weaknesses can be found.
- Differentiation: to provide EAL pupils with support in other academic subjects, at a level and in a way they can understand so that they can access the curriculum as soon and as effectively as possible, in parallel with gaining language skills useful in both social and academic life.
- To monitor their progress and record it. This information is located in Staff Resources.
- To prepare and enter EAL pupils for the Cambridge ESOL examinations which are widely recognised for work and study purposes. This is useful preparation for higher level exams these pupils may want to take after leaving SMH.
- Inclusion: to ensure that EAL pupils settle well into the SMH academic system by liaising with all the other departments at school.
- To create an atmosphere suitable for pupils to share not only good things with members of staff, but to feel able to ask for advice and support should the occasion arise.

b. Teaching strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening and use of role play. Pupils have access to models of spoken language from staff and peers which help them to learn well.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Explanation is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, pictures.
- Provision of appropriate materials in all subjects such as simplified notes and worksheets, dictionaries and keyword lists. Videos, maps, I.C.T. also give crucial support.

c. Special Educational Needs and Able, Gifted and Talented Pupils:

- If a pupil learning EAL is discovered to have SEN through assessment of their learning achievements, the EAL teacher will liaise with the SEN coordinator to enable the pupil to reach their full language potential.
- EAL needs do not prevent high performing pupils at SMH from being recognised as such. The EAL teacher and the Deputy Head / Head will liaise to identify and provide for these pupils.

STAFFING

English as an Additional Language (EAL) is available as a separate subject in every year group at St Mary's Hall. Pupils whose first language is not English are warmly welcomed in St Mary's Hall and will follow a programme of EAL as soon as they arrive. Generally, overseas pupils come to St. Mary's Hall with some knowledge of English; however, there are others who have none at all. Their level is assessed during the first days at school by completing a placement test.

The EAL teacher, Mrs. Maribel Garlington, Advanced TEFL Cert., is responsible for teaching all the EAL pupils and liaising with staff about pupils' programmes of support. She is bilingual Spanish/English and this ensures that pupils in difficulty through lack of a command of English are properly supported by her understanding of their problems (academic and pastoral) and by her qualified expertise in dealing with them.

TIMETABLE ALLOCATION & ICT

EAL allocation is an addition to the normal school curriculum and this arrangement is reviewed annually.

EAL is taught in small year groups from Elements to Rudiments. Elements, Figures and Rudiments pupils may join EAL classes instead of mainstream English lessons. Most of the EAL pupils in Figures and Rudiments will have extra EAL classes when other pupils in their year groups have Spanish/French/German/ Latin.

EAL pupils have access to the school laptops during EAL periods to allow each pupil to work independently on the same topic but at their own pace, and to prepare for external examinations.

Similarly, pupils in Elements, Figures and Rudiments also have the opportunity to follow the mainstream English course if their level of English is sufficiently good. This arrangement has worked well, with EAL complementing the work done in mainstream English classes.

There is regular liaison with the Assistant Head (Primary Phase) and the Deputy Headmaster (KS3) to review the progress of the more able pupils who may transfer to mainstream English.

EAL classes have proved to be popular with our overseas pupils, offering, as they do, an opportunity to work with others who share their experiences of coping with a full school curriculum delivered in a foreign language. All classes, regardless of the year group, work to improve their skills in Reading, Writing, Speaking and Listening, which are tested in all the examinations.

We also offer our EAL pupils the Cambridge ESOL for Schools examinations which are specially tailored to suit the interests of pupils to increase their motivation to learn English.

SCHEMES OF WORK

The EAL course we follow at St. Mary's Hall enables pupils from overseas to cope and flourish, both personally and academically. They are trained to understand and use material relevant to everyday school life and the subjects that they will be studying as well as being introduced to Britain and its culture.

Elements, Figures and Rudiments follow the same syllabus but with a different level of difficulty depending on the year group and their ability.

LISTENING

Pupils learn to understand information and instructions, e.g. school announcements or a classroom talk.

SPEAKING

Pupils learn to talk about themselves, their families and interests.

READING

Pupils learn to understand extracts from a wide range of school subjects, including geographical, historical and scientific passages.

WRITING

Pupils learn to write accurately and relevantly on topics such as informal letters, the opening of a story to be continued, an account of a real or imagined experience or an “argument” essay, discussing the advantages or disadvantages of a given subject.

READING POLICY

There is a small library available to EAL pupils in the EAL classroom.

We encourage all pupils to read for pleasure, and there is the provision of a selection of graded readers for a range of abilities. These are simplified texts of retold versions of popular classic and contemporary titles as well as specifically written stories with introductions, author information and activities for each story. They are designed to develop reading skills and consolidate vocabulary. Some of the books are accompanied by a cassette or a CD for independent learning which helps pupils with pronunciation.

The Content Area Reader series is a useful method of providing EAL pupils with relevant key words in other curricular subjects, as a form of support.

The EAL teacher assesses pupils' level and helps them select the readers.

All EAL pupils also have access to the Tolkien Library during evening activities or recreation times.

STUDIES POLICY

EAL pupils' writing work is largely reserved for Studies, allowing valuable class time for other essential skills, such as discussion and close reading. However, allocated EAL Study periods can be used by the EAL pupils to complete work in other subjects if needed.

EAL Studies are supervised by Mrs Garlington or a member of the Boarding Staff. They run alongside the rest of the school Study periods. This provides the pupils with specialised EAL assistance.

Heads of Department provide subject keywords for EAL pupils at the beginning of the year. These are defined and translated to give EAL pupils an aid to understanding specialised vocabulary. Copies will be fixed into their exercise

Maribel Garlington
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books. Master copies are kept in the EAL classroom and also filed in Pupil and Staff Resources.

Elements, Figures and Rudiments EAL pupils are issued with a suitable Student's Workbook for independent learning during extra Study periods and school holidays. This keeps students motivated and creates a sense of progress.

EXAMINATIONS AND CONCESSIONS

All EAL pupils sit internal examinations with the rest of the school.

EAL pupils take an EAL Reading and Writing exam and Vocabulary & Grammar test during mainstream English and Spanish / French/ German/ Latin. A Listening and Speaking test takes place in the classroom before or after these examinations. Every EAL exam tests the four language skills which have equal weighting.

- **External KS2 exams**

Only stronger EAL pupils sit all subjects of external examinations (except for English). They have 25% extra time and may use paper dictionaries, according to the general guidelines of the examination boards. An alternative exam in all subjects may be issued for weaker candidates.

- **Cambridge ESOL exams (external) and Common European Framework of Reference levels:**

KET- Key English Test for Schools (CEFR level A2).

This recognises the ability to deal with everyday written and spoken English at a basic level.

PET- Preliminary English Test for Schools (CEFR level B1) is a certificate for students who can use everyday written and spoken English at an intermediate level.

FCE- First Certificate in English for Schools (CEFR level B2) is an exam for students who can use everyday written and spoken English at an upper-intermediate level.

These exams are based on familiar topics and situations and give pupils the confidence to use their English. Passing these examinations inspires enthusiasm in our pupils to move on to further qualifications. These qualifications are recognised by colleges, universities, employers and governments around the world.

Although Cambridge English exams are targeted at a specific level (*Cambridge English: First* at Level B2, for example) there is a degree of overlap between exams at adjacent levels. The new Cambridge English Scale shows where the exams overlap and how performance on one exam relates to performance on another.

The scores reported for each exam range from:

- 82 to 150 for Cambridge English: Key
- 102 to 170 for Cambridge English: Preliminary
- 122 to 190 for Cambridge English: First
- 142 to 210 for Cambridge English: Advanced

MARKING POLICY

Feedback on written work is given by the EAL teacher for structure (paragraphing), content (vocabulary and idiomatic expressions) and accuracy (spelling, punctuation and grammar). However, tests which reflect the approach of the Cambridge exams are the only ones to be recorded as marks in the EAL mark book. Marks are also given for Reading and Listening comprehension exercises, and accuracy and fluency in speaking tasks.

Advice can also be given to subject teachers on how to mark EAL pupils' written work. Work in other subjects should only be marked for content and spelling mistakes; syntax need not be corrected.

Marking is also done in the classroom in front of the pupil, allowing him/her to self-edit. Group marking is a favourite of the pupils as it develops awareness of the structures learnt. Self-editing in a classroom situation makes them less self-conscious and helps them to be aware of how the grammar works and how to be accurate when producing other academic written work.

REWARDS AND SANCTIONS

Due to the individual nature of the tuition offered by the Department, the issue of sanctions does not arise. Regular praise for achievement, along with credits for their Line, usually serve to develop an individual pupil's self-esteem and the use of structured programmes aim to develop confidence.

Stronger learners are encouraged and rewarded for supporting weaker pupils.

REPORT WRITING

Half term and end of term EAL reports are written alongside the other subjects, showing attainment and effort grades, for every EAL pupil. A target is also set for the pupil.

Liaison with Tutors and Class Teachers after reporting is important for consistency of support.

INSETS: IDENTIFYING THE NEEDS OF EAL LEARNERS

Courses and insets on the subject of EAL are encouraged as they address the needs of the overseas pupils. Those supporting EAL pupils are at the forefront of removing barriers to learning and inclusion.

Guidelines and recommendations are issued to all staff to help EAL pupils in their lessons.

To identify the needs of EAL pupils, a Pupil's Questionnaire is given to all EAL pupils at the end of the year to highlight any issues arising from a full curriculum delivered in a foreign language. The pupils are able to express their views in this questionnaire and a chart is created to illustrate the findings.

In addition, the EAL Department works closely with the Special Educational Needs Department. If there is a necessity for an EAL pupil to be tested, this can be arranged and the SEN Department will then arrange a programme of support for these pupils, including IEPs.

RECOMMENDATIONS

GENERAL RECOMMENDATIONS FOR TEACHING EAL PUPILS:

- Inclusion in lessons and curriculum access is beneficial for EAL pupils as English speakers are good models of language and learning.
- Encourage the use of bilingual dictionaries. This, as well as extra time, is always allowed for test in all subjects except for EAL exams.

LISTENING & UNDERSTANDING

- Use visuals whenever possible (whiteboard, photocopies, etc)
- Rephrase tasks / repeat or allow same language speakers to explain task.

SPEAKING

- Encourage talk and include them in activities.
- Encourage to use full sentences.

READING

- Provide key vocabulary before / during lesson.
- Check for comprehension by using closed questions (Who? What? How many?...)
- Check for comprehension by allowing them to use diagrams, labelling, bullet points, etc.
- Consider alternative shorter tests (e.g. write sentences about...)

WRITING

- Correct spelling mistakes though not syntax (that will come gradually)
- Don't discourage drafting in own language in rough. EAL pupils may prefer to translate later or when work needs to be handed in.
- Consider ways of providing extra time and support for completing tasks.

RESOURCES

EAL lessons are immensely varied, using the internet, TV extracts, newspapers, magazines, DVDs and audio recordings where appropriate, whilst following a course book designed specifically for EAL examination preparation.

The Interactive Whiteboard in the classroom is a useful and entertaining way for delivering and practising more complex areas such as grammar. Access to educational websites is made easier during classroom time, too.

The EAL classroom has a growing library with fiction and non-fiction titles. These books are graded readers which help EAL pupils to achieve greater fluency in English and to gain confidence and pleasure in learning the language. In addition, there are reference books, comics and audio books. A selection of educational board games, quiz cards, etc. are also available to aid the learning of the English language.

EAL pupils in Elements, Figures and Rudiments are able to use the computers in the ICT room and during the EAL lesson for research and projects and for accessing any of the educational websites available.

DEPARTMENTAL MEETINGS

A working partnership exists between us and the EAL Department at the College. Meetings are arranged once a term or more frequently if necessary.

EAL reports on EAL pupils moving on to the College are sent to the EAL Head of Department at the College at the end of the school year.

Interdepartmental Meetings take place on a regular basis and via the school's intranet for queries, and regular support for EAL pupils can also be arranged on request.

Appendix 1: EAL Provision in the Pre-Prep (including EYFS)

Rationale

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

Aims

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. The curriculum secures entitlement for all children all areas of learning and gives them the opportunity to develop the knowledge, understanding and skills necessary for their development; to ensure that they have sufficient opportunities to learn and reach a good standard in English language. We promote the principles of fairness and justice for all through the diverse education that we provide.

Curriculum access

Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

If necessary, we withdraw children from lessons to receive EAL support; this involves supporting individual children or small groups of children. In the Pre-Prep (including EYFS) we plan opportunities for children to develop their English and we provide support to help them take part in activities.

In the Pre-Prep, staff support children who are learning English as an additional language by various means. Children's spoken and written English is developed 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 bilingual support to extend vocabulary both in school and at home;
- providing opportunities for children to hear their home languages as well as English.
- displaying key vocabulary where appropriate;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- 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;

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