

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Prior Park College

Policy Owner EAL Head of Department	Applies to Prior Park College (PPC)	Superseded documents EAL Policy v2
Associated documents Tracking, Academic Monitoring and Reporting Policy Curriculum Policy Admissions Policy Equality, Diversity, and Inclusivity Policy SEND Policy Departmental Handbooks Teaching and Learning Policy	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 25 September 2024	Legal Framework ISI Inspection Framework NMS Boarding KCSIE 2024 Equality Act 2010

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	EAL Head of Department (Mr P Stroud)
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Approved by Trustees:	NA Approved by Deputy Head Academic (Mr Chris Gamble)
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1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

2. Scope

It is fundamental to the principles of Prior Park College that the contribution by international students is valued as a positive enhancement to the strength and diversity of the education afforded to students under our care.

Students whose first language is not English are assessed during the admissions process, and provision is made across PPC for students whose English is weak. EAL students are guided towards a rapid understanding of reading, writing, speaking and listening in English to enable them to access the curriculum more easily, as well as conversing with their fellow students, teachers and the wider community. Those students who stay in the UK will go on to successfully complete their education in schools and universities, while those who return to their home countries directly from the school are able to perform far better in the language than when they first arrived at the school.

Overseas students join PPC at different stages of their school career. Some join for a short stay of a year or less, while others follow the UK education system through to Higher Education.

3. Prior Park College EAL Department

PPC generally caters for around 120 students from various countries including Hong Kong, China, Russia, Korea, Thailand, Mexico, Romania, Germany, France, Spain, Chile etc. International students arrive in the Senior School between the ages of 11 and 17 to take their GCSE and A level examinations before going on to a British university. Overseas students can make up around 15% of students

Roles & Responsibilities

The Head of EAL is responsible for all EAL provision at the School. They lead a team of two full-time EAL teachers, and the school occasionally engages peripatetic teachers when demand is high. The Head of EAL is line-managed by the Assistant Head (Student Intervention), together with the SENDCo, as part of the School's broader programme of student interventions and support.

4. EAL Department Aims and Objectives

- To provide international students with language skills of life-long value, specifically to improve their communicative ability in speaking, listening, reading and writing in English.
- To develop in students the confidence and motivation to take advantage of the academic, social and cultural opportunities offered by PPC.
- To ensure that students are given the best opportunity to reach their potential in all curriculum areas by reducing the barrier of language, and to support students in curriculum subjects where the lack of English is impeding progress.
- To provide a happy, relaxed and caring atmosphere to ensure that students settle into the school as soon as possible and have a stimulating and enjoyable experience of British education.
- To ensure that there is regular and effective liaison between everyone involved in the teaching and care of EAL students. This may include attending departmental meetings, observing EAL students in mainstream classes, designing and delivering teacher development sessions, informal advice to colleagues, writing reports, liaison with pastoral staff, etc.
- To share knowledge about students' abilities and needs in English and encourage teaching staff use this knowledge effectively in planning, teaching and student grouping.
- To help overseas students to integrate into the life of the Schools as a whole by helping them to explore issues of cultural interest and by encouraging them to take part in extracurricular activities.
- To help UK students integrate with students from other countries, cultures and languages.
- To work with boarding and day house staff as well as tutor groups to assist in the integration of students of all nationalities. Tutor groups are another area where integration can be very successfully worked on. The EAL Department aims to act as a link between these various parts of the school community.
- To assist and inform the pastoral care of overseas students. The teaching of language involves close personal relationships, and EAL staff are therefore well placed to play an important role in the pastoral care of international students. This is in tandem with house staff, working in areas such as induction, settling into a new way of life, understanding regulations and their importance, and other pastoral matters.
- To liaise with international parents. EAL staff regularly communicate with international students' parents (or their representatives). This role in supporting the students and liaising between members of staff and parents is of vital importance and one of the most effective ways that the department can contribute to the schools as a whole.
- To prepare students for the next step in their education, whether progression within the school or to other schools or colleges. This may involve offering advice about students' academic work, subject choices, study skills, personal statements for UCAS forms, university choices, references, etc.
- To assist the admissions team by assessing the English level of international applicants. All prospective students are interviewed, normally via Zoom, and a written test is conducted using an on-line provider.

5. Teaching & Learning

EAL classes at Prior Park College are organised as follows:

- In Y7 & Y8, EAL classes are timetabled against mainstream English classes, allowing students to move between the two if one stream is more suitable for them. They generally receive 5 lessons a fortnight. They are taught EAL in a small group, focusing on improving their general communicative competence in the skills of listening, reading, writing and speaking, as well as English grammar and vocabulary development.
- Similarly, Y9 EAL classes are also timetabled against mainstream English lessons, with the same flexibility for students to move between EAL and mainstream as appropriate. 5 small-group EAL lessons are typically scheduled per fortnight, focusing on improving overall communicative competence. Students in this year group whose English is sufficiently strong are encouraged to prepare for and take a Cambridge Assessment English exam such as B1 PET or B2 FIRST.
- At GCSE level (Y10 & Y11), EAL students usually prepare for IGCSE in English as a Second Language. The scheme of work for this is attached as an appendix to this document. Students are taught in a separate dedicated set during GCSE English lesson time, usually 6 lessons per fortnight. Early on in Y10 there is scope for linguistically stronger students to move to mainstream English if appropriate.
- It is policy not to tender an additional charge for group classes that are scheduled in place of mainstream English classes.
- Private or very small group tuition is provided for students where a need is identified by the school, the parents, or the student him/herself. This may be to work on a specific linguistic weakness such as writing skills but may also be to support the student's work in mainstream subjects, often those subjects with a heavy load of unfamiliar vocabulary such as Geography, Theology, Economics or Psychology. The EAL dept runs an annual Internationalism Diploma (for UK students as well as internationals). The aims of this are: *to remove barriers and divisions between different groups of people within our community; To develop our curiosity and learn to be comfortable interacting with anyone we meet in or outside of our community, and be able to truly call ourselves inclusive; To challenge the status quo, be better human beings and lead the way in international mindedness for the future success of our world.* On successful completion of the diploma, students will be presented with the bronze, silver or gold award by the Headmaster.
- Students remaining at the College for one year only will take part in the Short-Stay Award. This has been designed to encourage short stay students to be engaged in all aspects of school life during their time at the College. The programme is split into four areas - Academic, Language, Enrichment, Community - and criteria for the award varies according to which year group the student is in and tailored according to the student's level of English. The Internationalism Diploma is one component of the Short-Stay Award.
- International Sixth Form students are taught at a mutually convenient time during their study periods. These are generally individual or small group lessons, and the focus of these can be on specific areas of difficulty (e.g. grammar, academic writing), or help with A level subjects with particular linguistic challenges (e.g. Psychology, Economics). Most frequently, however, international Sixth Formers choose to prepare for the International English Language Testing System (IELTS) exam, which for most is a requirement for entry into university. International Sixth Form students are also given help with the drafting of their UCAS Personal Statements and receive other relevant help associated with their university choices. They may also need advice and references for applications to overseas universities.
- Classes scheduled outside of the regular timetable are charged additionally.
- Setting and marking of work is done in accordance with general school policy.

It is the policy of the EAL department that the curriculum will integrate with and support the mainstream curriculum that international students' study.

- Each student has a set of notes regarding their linguistic ability and other pertinent details which is accessible to all staff.
- The Induction Programme for new teachers includes a session on Supporting EAL students in their Academic Studies and CPD and Inset training is sometimes offered to all teachers in the college, given by a member of the EAL department.

6. Pastoral support for EAL students

PPC Induction

- On arrival, boarding students will be taken to their Boarding House, and they will be allocated a buddy from among the students. Their buddy will help them to settle in and find the way around the site, as well as adjust to the daily routines of the school. Their induction to the school will include school rules and expectations, who's who, details of academic, logistic, and social aspects of school life, as well as a briefing from the school nurse and school chaplain. They will also be informed of who to talk to if they feel homesick or emotionally low (tutor, housemaster/mistress, houseparent, nurse, chaplain, counsellor).
- During the school week all students will belong to a Day House, with a Housemaster/Housemistress and Tutor, who will look after their academic progress.
- In the Michaelmas Term, new international students are given a familiarization tour of Bath during the first week of term.
- The EAL department with support from relevant staff (e.g. Head of Sixth Form, HoDs) will ensure that EAL students understand the complexities of the UK education system including external examinations and qualifications, as well as entry to higher education and careers.
- Tutors will go through weekly routines, including timetables, calendar, school rules and systems.
- The EAL department will provide academic guidance on such matters as prep routines, coursework requirements, who to ask for help etc. with the support of relevant tutors and Housemasters/mistresses.

PPC During Term Time

- It is the responsibility of HoDs and subject teachers to ensure that EAL students are given clear and appropriate advice on study skills in their chosen subjects. This should take place ideally at an early stage. It is equally important that teachers are sensitive to special needs of EAL students and ensure that due differentiation takes place. The EAL department stands ready to advise as required. All teachers are expected to be familiar with the EAL policy, as well as be aware of who the EAL students are.
- A full list of names, along with relevant policy documents and EAL notes on each student are available each academic year and will be updated by the EAL department as necessary.
- The EAL team supports tutors in advising students at key moments, such as when choices are made for GCSE and A Level. In addition, support is given as students transfer to university. This is coordinated by the Head of Sixth form, with the EAL team supporting students with personal statements, interview preparation, etc.
- International students are not forbidden to speak their native languages. However, it is policy that students are encouraged to speak English whenever they are in the presence of anyone who does not speak their language, anywhere in the school. Teaching and pastoral staff are expected to support this principle actively. This is done to help EAL students to improve their language skills and to integrate most effectively with their peers from the UK and other countries.

- EAL students will as a matter of course be given advice on particular areas of daily life in the UK, such as smiling, making eye contact, friendly greetings, table etiquette etc. This advice will be given to all students in some cases, but specific advice on cultural differences will be offered under the guidance of the EAL department.
- Students are encouraged to share information about their culture by making displays or giving assemblies or performances, especially when there is a celebration (e.g. Multicultural Evening or Chinese New Year). All international students take part in a public speaking competition in the Michaelmas term, and three students are selected to take part in the annual International Student Voice competition, a public speaking competition for overseas boarders in the Bath area. This allows them to have their own 'platform' and they and their accompanying audience members have the opportunity to meet their compatriots from other local schools.
- International students make a valued contribution in all aspects of school life.

APPENDIX A
Cambridge IGCSE English as a Second Language 0991 (count-in speaking)

The aims of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

Syllabus content

Candidates may follow either the Core curriculum only or the Extended curriculum which includes both the Core and Extended. Candidates aiming for grades 9 to 5 must follow the Extended curriculum.

Reading: Core Level <ul style="list-style-type: none"> • understand simple texts, e.g. public notices and signs (including timetables and advertisements) • identify and retrieve some facts from simple texts, e.g. to complete a form • select and organise some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds • recognise some ideas, opinions and attitudes in a range of texts • begin to understand what is implied but not actually written, e.g. gist, purpose and intention 	Reading: Extended Level <ul style="list-style-type: none"> • understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers • identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form • select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds • recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them • understand what is implied but not actually
Writing: Core Level <ul style="list-style-type: none"> • carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100-150 words) in an appropriate and accurate form of English • describe, report and give personal information • identify, organise and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper 	Writing: Extended Level <ul style="list-style-type: none"> • carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English • describe, report and give a wide range of information • identify, organise, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper
Listening: Core Level <ul style="list-style-type: none"> • understand simple information presented in a variety of forms, e.g. an answerphone 	Listening: Extended Level <ul style="list-style-type: none"> • understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news,



<p>message, news, weather, travel, interviews, dialogues and telephone conversations</p> <ul style="list-style-type: none"> • identify and retrieve some facts from material, e.g. a formal talk • recognise some ideas, opinions and attitudes • begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention 	<p>weather, travel, interviews, dialogues and telephone conversations</p> <ul style="list-style-type: none"> • identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk • recognise and understand ideas, opinions and attitudes and explore the connections between them • identify the important points or themes of the material including attitude, relationships between speakers • understand what is implied but not actually spoken, e.g. gist, purpose and intention.
<p>Speaking: Core Level</p>	<p>Speaking: Extended Level</p>
<ul style="list-style-type: none"> • carry out a range of speaking activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs • conduct a sustained conversation with some confidence 	<ul style="list-style-type: none"> • demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs • respond confidently to new, topical ideas • conduct a sustained conversation with a sense of audience and purpose

APPENDIX B

Supporting EAL students in their academic studies

Liaison between EAL students, subject teachers and the EAL teacher is crucial. This 3-way process of support will enable students to feel at ease in their academic life at school.

- Encourage the other students in your class/tutor group to make new EAL students feel welcome. Keep an eye on them & make sure they know where they have to be & when etc. Familiarise them with classroom/school procedures
- Sit EAL students at the front of the class so you can see what they are taking down. Even if you allow 'free seating' new EAL students like to be told where to sit.
- Pair them with English students for group/pair work.
- Think about the language you use:
 - Talk slowly & clearly
 - Avoid ending mid-sentence
 - Ask one question at a time
 - Try to avoid idiomatic/colloquial expressions
- Stick to the topic, introduce the topic of the lesson and summarise the main points.
- Do not assume verbal instructions have been understood. Write instructions & prep on the board.
- Rephrase (rather than just repeating) anything that has been misunderstood.
- Electronic translators/dictionaries. Let them be used (if you agree) but not over-used.
- If possible, read out what is written on the board & don't rub it out too soon.
- Keep regular eye contact to monitor attention & understanding.
- Correction techniques - use praise & encouragement, 'A good try but....'
- Remember, some EAL students are still trying to get to grips with everyday communicative English. Explain technical terms in plain English, then emphasise them by repetition & writing on the board (keep a corner of the board for this?) / flash card / photocopied sheet.
- You may need to give extra help with subject-related concepts by giving gap-filling exercises, labelling diagrams etc. Remember that a lot of EAL students have just joined our education system & have missed classes in the lower school (e.g. safety procedures in science laboratories)
- Repeat instructions & get EAL students to repeat them back.
- Try not to make Euro-centric assumptions. Please think ahead at the beginning of each topic - you may need to explain (or refer to EAL Dept) when you realise there are chunks of missing elementary knowledge.
- Many EAL students have not had experience of independent learning / doing research. They have often been expected to **NOT** participate or ask questions but to memorise all that the teacher says.
- Public reprimands (and excessive public praise) can be extremely embarrassing in some cultures. Best to do it on a 1:1 basis.
- Note-taking is a high-level skill & you (or an able British student) may have to give assistance with photocopied notes.
- Coursework - EAL dept can check through for grammatical errors/register before submission to subject teachers.
- Unsatisfactory work/exam result - again EAL dept can go through this with student on an individual basis.