

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Admissions

At Leweston School we welcome students of all nationalities who are prepared to make the most of the opportunities that we offer and can develop personally and academically in the caring environment we provide. Students for whom English is an Additional language are required to have sufficient understanding of the English language to participate in cross curricular studies and to integrate fully into the social life of the school. We offer them additional language support as required, according to their personal and academic needs as well as the timetabled lessons.

Before considering the admission of pupils they must furnish evidence that they have reached a sufficiently high standard to thrive in an environment where all teaching is undertaken in English. The standard varies according to the age of the pupil upon their admission. It is recommended that those wishing to join Year 9 and above have the minimum of a B1 level before arriving. Those who do not reach this will be offered the year below. If this is not to the parents' wishes, then they will have an adapted timetable with additional cost with the intention to progress their abilities. We consult with parents of children requiring additional English lessons so that we can make adequate provisions for them. Also, we ensure that parents understand that students may need to obtain an IELTS qualification as a means to enter an English University over and above the specific 'A' level subjects chosen.

When applying the family should provide recent school reports with comments not just grades and any other certifications that they have. It is desired to have a letter of recommendation from their teacher or Head too.

Those entering Year 7-9 will undertake an appropriate assessment in EAL and Maths so as to gauge ability. This should be done under exam conditions.

Those applying for Year 10-11 will sit papers in their desired subjects in order to gauge ability and understanding of the content. Where a subject hasn't provided a test the EAL assessment will be used to determine whether they would be suitable for a subject. These should be done under exam conditions.

Those wishing to join sixth form will sit a GCSE paper in their chosen subjects as well as producing a 500 word essay on a topic of their choice. These should be done under exam conditions.

On Entry

Each student is reassessed in the four skills of reading, writing, listening and speaking on arrival. The Head of EAL assesses each student and allocates EAL provision in consultation with the student and parents. Students are taught in Year groups initially, coming out of their native language MFL lessons (French, Spanish) with additional lessons scheduled depending on needs.

The EAL Department

The English as an Additional Language Department is staffed by highly qualified specialist teachers with relevant experience, who work with pupils according to their needs. The parental desire for their child to take CEFR exams during their time at Leweston needs to be made clear from the beginning as opportunities can be limited unless booked in advance. The timetable has been arranged as much as possible so that both staff members can teach in tandem in order to split the

higher and lower ability students up. This enables better focus on the students in order to develop their English levels and improve in other areas across the school.

Students are offered the opportunity to take one of the Cambridge main suite examinations such as Preliminary, First or Advanced depending on the ability of the student. A decision is not made until a recommendation from the EAL teacher and confirmed by the parent/s. These are usually sat in May/June.

All students also attend mainstream English Language and Literature lessons. Year 11 students taking GCSEs continue with EAL support but do not take Cambridge exams in order for them to concentrate on their GCSE preparation. EAL support continues with the primary focus on developing language skills, particularly vocabulary-building, in order to support all their mainstream classes, especially GCSE English Language. Some students may sit a ESL GCSE rather than GCSE English. Once GCSEs are completed Year 11 students may start IELTS preparation. For those students aspiring to enter a UK University, who do not have GCSE English language grade 4 - 5, it is a requirement of these Universities that students are able to demonstrate their ability to follow an academic tertiary level course. Thus they need to pass an IELTS exam of which the minimum level acceptable is usually Band 6.0 – 7.0 in all skill areas.

Pupils' own personal needs and goals are monitored through their constant discussions with their EAL teachers. The staff in the department are familiar with the cultural background of the students and are able to empathise with some of the problems encountered when they newly arrive. The fact that most of the lessons are on much smaller class size basis ensures that students are supported both psychologically and linguistically.

In addition, should it be apparent from conversation that a student is having problems in an academic subject the EAL teacher can liaise with the appropriate teacher with the objective of supporting the student through these difficulties, reverting to the EAL exam programme once the issues have been resolved. Those students on the Pre A level path way are automatically assigned to the Cambridge English as a Second language exam course on top of the other Year 11 EAL classes (removed from English Lit and Lang as it's (SHOULD BE) a 3 year course) other exams are at a minimum Maths and their Native language. They will attend science lessons, religious studies, sports and gaps in the timetable will be filled with independent learning of their native language or further EAL support or Year 12 lessons that they would like to pursue in order to develop a better understanding of the subject (where the timetable fits)

Monitoring and Review

There is a strong link between the EAL Department, the Boarding Houseparent and teachers of other subjects. Where a pupil expresses their emotional needs, such as the fact that he or she is feeling isolated or homesick the Boarding Houseparent will be consulted together with the year head and tutor with a view to helping them come to terms with the situation. The Director of Internationals should be included in any CPOMs about the student.

Where a pupil expresses concern regarding their progress in a particular subject it will be raised with the relevant year head, tutor and subject teacher. If it is considered necessary a group meeting will take place at which the year tutor, all the subject teachers involved in the teaching of the pupil, the

relevant EAL teacher and the Deputy Head Academic may be present with the objective of seeking to assist the student to develop formatively as well as summatively.

During the course of their studies students are assessed continuously and progress recorded according to the CEFR grading on a half/termly basis. Achievement and effort is indicated in termly EAL subject reports.

Some EAL students receiving EAL support have a Personal Learning Plan updated in consultation with their EAL teacher. This is available to all staff in order that they can be aware of particular linguistic needs of students, and also how to support their progress in achieving these.

By the end of the academic year EAL students will be offered the opportunity to complete final language examinations which show progress when compared to entry testing. This is with the exception of most Year 11 and Year 13 students who will have only had EAL support to ensure optimum performance in national public examinations (GCSEs and A levels). Those within the expectation will be Year 11 students on the Pre A level pathway who will be removed from English Lit and Lang lesson, and Year 12/13 students preparing for their IELTS examinations.

The Director of International students will also conduct regular classroom observations/learning walks around the school to ensure that teachers are catering their lessons and language towards helping the EAL students.

Further Opportunities

We regularly join with other local schools to celebrate an annual International Day which encourages all students to take part in cultural activities across the school including language lessons, food tasting and cultural quizzes.

We also host and partake in an International public speaking competition involving EAL pupils in the Autumn Term with the winners going through to compete against EAL pupils from other schools in the area.

In the Spring Term we encourage 6th form Chinese students to organise and cook a Chinese New Year Banquet attended by all the Chinese students, their guests and boarding students.

Short term EAL students join the school in part or all of the summer term. They attend subject lessons with activity days organised when their peers are taking internal end of year exams. These activities immerse the summer short stays into their local surroundings whilst covering aspects of culture, history, geography, maths and most importantly English.

Students will also be encouraged to join language camps in the local area in order to continue their studies during the holidays. A link has been established with Sherborne International to make sure that GCSE subject knowledge is worked upon/revised as well as their English level.

Physical Accessibility

We recognise that some children with EAL needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Leweston School's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

Other Adjustments

EAL students are able to use dictionaries in class – not translators. In addition, if a learner is unable to understand an explanation given by their subject teacher in a lesson, they are allowed to refer to another student for an explanation in their shared language, provided the teacher agrees. The subject textbooks provided by the teachers also offer comprehensive glossaries at the back for students to refer to. Often students photocopy these and translate for their own use.

In light of the new laptop use in classes, students are encouraged to not use google translate in the first instance and if they do, they need to highlight this on the worksheets and included translations throughout their work.

Subject teachers are encouraged to provide handouts of key words so that EAL students can familiarize themselves with these before a lesson, these are often provided on TEAMS for students to use outside of the lesson too.

Staff Training

Our teaching staff receive support through INSET sessions during which cultural and language learning issues for EAL students are focused upon.

In addition, subject teachers' attention is drawn to points raised in a selection of published documents since several of the strategies suggested can be used in the classroom to ensure full engagement of the non-native speaker students.

During the year subject classes may be observed by the specialist EAL instructor in order to foster a two way dialogue during which achievements and problems can be discussed.

PREP SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy meets the requirements of the Early Years Foundation Stage (EYFS). All members of staff have been given access to this policy as part of their induction and it has been explained to and is accessible to all parents. This is communicated to the parents during the Welcome Sessions and on our website.

Language Policy

This policy aims to promote the use of English by all language groups within the school and to assist with the integration of all new pupils. It is important that all pupils feel 'included' and can understand through use of a common language. EAL pupils may be supported by the class teacher and the EAL subject specialist depending on their individual needs.

Leweston has much experience of teaching EAL and the Department is staffed by experienced, specialist teachers who work with the children on the skills of speaking, listening, reading and writing.

For pupils in the EYFS, children's language development is embraced and encouraged, in both their home language and in English. Leweston will endeavour to use key language in the child's first language where appropriate, and will recognise and praise the child's use of their home language in play and learning. Once children progress into Year 1 we encourage the child to use English at school wherever possible to ensure that they are most able to benefit from all the opportunities afforded to them within the school day.

Updated: August 2025

Next Review: August 2026