



CLAYESMORE

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY AND PROVISION

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## INTRODUCTION

Overseas students are welcomed into the Clayesmore family and enrich our school community, bringing with them a wealth of identity, language and culture. At Clayesmore we value cultural diversity and the school always has a proportion of students whose native tongue is not English. While we aim to provide our students with the best all-round education we can offer, we also recognize that their needs will differ from those of UK citizens and of each other. The EAL Department supports students to help them participate alongside native speakers in their studies and to integrate fully into the social life of the school.

Our EAL Department at Clayesmore is run by a specialist team of highly experienced staff who understands the needs of international students. There are three dedicated classrooms which sit within the Teaching and Learning Centre and we oversee all EAL provision in both the Prep School and the Senior School from Year 3 to Year 13.

Not only are we committed to raising a student's competence in English but also providing a pastoral role which engenders an understanding of the challenges that a young person faces, educationally, socially and culturally, in coming to study in the UK.

## ETHOS

Our ethos is:

- to enable overseas students to feel welcomed and supported and to help them settle happily into their new environment and to assist other members of staff to monitor their welfare
- to raise a student's competence in the English Language in order to minimise any disadvantage of being a non-native speaker within an academic environment
- to encourage overseas students to integrate and to play a full part in the academic, social and curricular life of the school to build confidence, broaden their horizons and allow them to get to know students from a different cultural and national background
- to provide students with the opportunity to work towards internationally-recognised qualifications such as the Cambridge English Suite of examinations
- to provide support to individual students in core subjects, on an ad hoc basis, when required
- to equip students with functional language and a range of vocabulary to access the full curriculum
- to encourage students to develop their study skills and techniques to enable them to maximize their performance in English
- to equip pupils with the relevant language entry requirements and qualifications stipulated by institutions of higher education, including Cambridge English C1-C2.

## BEFORE STUDENTS ARRIVE

We gather as much information about each student before they arrive e.g. whether or not they already have a qualification in English and assess their level of English through a series of tasks in a Pre-Entry Test. In addition, for those students who are unable to visit the school, we will arrange a short Google Meet or Zoom interview. We also make recommendations for students to prepare themselves as much as possible between registration and arrival, for example, by attending an intensive summer course.

For students coming into Year 9, we recommend that they already have Preliminary/B1 or will be working towards this level. Over the year, each student will work towards the next level of English on the *Common European Framework of Reference for Language* scale (CEFR) - an international standard for describing language ability.

## INDUCTION

The health and happiness of pupils is a priority at Clayesmore and it is incredibly important to us that all our international students have the warmest of welcomes and a smooth and comfortable introduction to the school.

On arrival, each new student is given a buddy in Years 3-8 or a mentor in Years 9-13 to help them get used to the routines, customs and timetables of school life in the early stages.

Each student completes an Initial Assessment in grammar and listening to establish their current level of English. Depending on their age, individual needs and the period of time they intend to be here, we will then recommend the level and certificate they will be working towards. In discussion with each pupil and in consultation with their parents, we put together an individual programme to maximise their rate of improvement. We will also take into consideration previous exams they have passed, their linguistic ability, their linguistic experience and individual needs. One-to-one or small group lessons will be arranged accordingly around their core subjects, using a flexible timetabling structure. A student's progress is then carefully monitored.

## DAY-TO-DAY TEACHING

Using the CEFR standard for describing language ability helps us to identify a student's level, monitor progress and set learning priorities (see Appendix A).

Basic User		Independent User		Proficient User	
A1	A2	B1	B2	C1	C2
Beginner	Elementary	Intermediate	Upper/Inter	Advanced	Proficiency

Once an Initial Assessment has been completed, we will select a course book and formulate a scheme of work appropriate to a student's age, level and ability. These state-of-the-art course books offer a wide range of teaching materials that incorporate essential components required at each level. We also provide students with supplementary resources such as workbooks, worksheets and reading materials to encourage good record-keeping habits and strategies to develop study skills and learner-independence.

All students undergo continuous assessment and individual tasks are recorded throughout the year, including mock exam sessions. Head's Commendations and Good News notifications are awarded for effort and progress.

Students are given the opportunity to develop all aspects of their language ability, into what is known as Content and Language Integrated Learning (CLIL). We build on the four skills: listening, speaking, reading and writing, develop a strong grammar and vocabulary base and build on cross-cultural awareness. There is an emphasis on pronunciation skills and students will be encouraged to use the Phonemic Alphabet. This also helps their dictionary skills. We also encourage them to discuss and develop their ideas. They all have access to state-of-the-art software resources to support their learning.

The EAL Department prepares an individual Learning Profile which sets out key information which can be accessed by other teaching staff. This includes personal details, assessment results, individual targets and achievements as well as areas to be working towards and teaching strategies. An outline of the level, topics and language content covered in lessons is also included.

We also run a programme of events to acknowledge our students' national identities, e.g. Chinese New Year, St Nicolas, Summer Tea party etc.

EAL staff liaise closely with other subject teachers and tutors on a regular basis to ensure that each student is settled happily into their new environment. Any difficulties arising from limitations in the English Language are addressed quickly and effectively and their welfare is constantly monitored.

We also make recommendations to teaching staff about best practice in the classroom strategies to help students make maximum progress (see Appendix B).

CPD is an important part of our continuing development departmentally and we liaise with other independent schools regularly through EAL Group Meetings and also welcome requests by other professionals to visit our EAL Department to exchange ideas and discuss developments in English Language Teaching.

## EXAMS

Clayesmore is a Cambridge English Assessment Centre for the Cambridge English Suite of examinations which means students can sit their exams in-house. We are able to offer an extensive range of internationally recognised qualifications and have a consistent record of success. Although students are not obliged to take an examination and any decision is taken with each pupil concerned, most are keen to have evidence of their achievement in English which is recognised around the world. As such, we prepare our students for the following Cambridge Assessment English exams:

- A2 Key for Schools
- B1 Preliminary for Schools
- B2 First for Schools
- C1 Cambridge Advanced\*
- C2 Cambridge Proficiency\*

\*UCAS tariff points are awarded for an A Grade at Advanced and A-C Grades at Proficiency

We are also able to offer support for IELTS for Sixth Form students, should this be the best qualification for university applications.

## FEES

There is a separate charge for EAL and each student is either put on the Standard or Accelerated band depending on their individual needs.

## APPENDIX A – CEFR LEVEL DESCRIPTORS A2-C1

### **A2**

Student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment), communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### **B1**

Student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., deal with most situations likely to arise whilst travelling in an area where the language is spoken, produce simple connected text on topics which are familiar or of personal interest, describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

### **B2**

Student can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation, interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### **C1**

Students can understand a wide range of demanding, longer texts, and recognise implicit meaning, express him/herself fluently and spontaneously without much obvious searching for expressions, use language flexibly and effectively for social, academic and professional purposes, produce clear, well-structured, detailed text on complex subjects, demonstrating a controlled use of organisational patterns, connectors and cohesive devices.

## APPENDIX B - ADVICE FOR SUBJECT TEACHERS

### Interaction

What all teaching staff must bear in mind when dealing with overseas students:

- Treat non-native English speakers as you would treat any other student in your class and getting the dynamics right from the start can save you a lot of time and effort later
- Even the students at lower levels usually come with a basic understanding of everyday English to get by. They will usually be able to understand more than they are able to vocalise but may be a bit reticent at first about using English more extensively and will often need time to build up their confidence to interact in the classroom with peers and staff. EAL students, though, are usually highly motivated and want to make swift progress
- Make an effort to pronounce their name correctly, establish what name they would like to be known by and ensure they know how to pronounce yours
- Encourage social conventions/expectations e.g. get them to use greetings
- Set expectations early on by encouraging students in your class to be welcoming and supportive of EAL students so that they know where they have to be at what time, what they should wear and what equipment they should have
- Encourage integration within the class so that they can pair-up with a native speaker or participate in group work. Change combinations so that everyone gets to experience a cultural mix
- Try to find a common ground and talk to students individually
- Be aware of cultural differences in what style of teaching the student has been used to
- Help them to familiarise themselves with classroom procedures and equipment
- Encourage students to join in with practical activities e.g. distributing worksheets, helping set up equipment etc.

### Language

- Keep an eye on what they are recording in class and make corrections to their work to highlight spelling, agreements, tenses etc.

- Ask open questions
- Be careful about responses to negative questions e.g. Didn't you have a match on Saturday? Yes!
- Nip mechanical errors in the bud
- Compile vocabulary lists with explanations/definitions in English so that they build up an understanding in context through English. NB: Difficulties with vocab may be due to a difficulty in understanding the subject matter rather than with the words per se. Mind-maps are especially useful for eliciting vocabulary. Finding out what students know already can save you a lot of time
- Avoid translations as far as possible. However, students should be allowed, within reason, to look words up
- Beware of the literal interpretation of questions
- Be aware that idioms and colloquial expressions are not universal e.g. "Don't worry, you'll soon learn the ropes." Phrasal verbs are a particular obstacle e.g. "Have a go at it." and "See how you get on." If a student appears not to understand, rephrase the question or statement
- If they don't already do so, encourage student to use the cursive script

## APPENDIX C - ONE YEAR GCSEs

### The Course

Overseas students joining Clayesmore in Year 11 may, if they wish, follow a course in up to 5 or 6 subjects. The one-year programme is particularly geared towards German students who may want to come for one year but who need to meet the requirements of the *Mittlere Reife*.

The one-year course enables students to attempt GCSEs in Maths, their first language, some sciences and up to 2 other subjects, and take the Cambridge First Certificate in English, which is a B2 qualification suitable for foundation courses at most universities around the world.

For students who are proficient in another foreign language, there may be the opportunity to work towards an additional GCSE in that language too.

Students will be taught English Language, as a group, to help them prepare for the First Certificate and also to introduce them to a range of English Literature, politics, culture and society. For all other subjects, however, they will spend most of the time with native English speakers.

If a student wishes to take a GCSE in a subject, it must be understood that, over their holidays, they will need to cover the work learned in Year 10 by the UK students.

We won't normally provide lessons for the first language GCSE but we will make an assessment to see what help, if any, is needed with the writing elements in particular.

In addition to the GCSE subjects, overseas students will be able to choose additional subjects too. The list of available subjects may change depending on availability. Students will follow these courses alongside native speakers. They won't be entered for the GCSE in these subjects but we will provide a transcript detailing the courses they have followed.

To support students with English in their subject choices, they will usually attend lessons in the EAL Department. Staff will prepare them for taking a Cambridge English exam. This would typically be First Certificate (B2) or Advanced (C1) level.

Once the GCSE exams are completed, the students may have the opportunity to join our Lower Sixth to experience sixth form lessons and activities for the remainder of the term or to engage with our post-exam programme with other Year 11 students.

If you have any questions about the one-year programme, please do contact James Carpenter, Senior Deputy.

## APPENDIX D – OVERVIEW OF EAL PROVISION

### English as an additional language

We teach English Language to non-native speakers across the school and closely support the work of the staff in all the academic departments. We advise pastoral staff on cultural and social aspects of life as they affect students who join the school from outside the UK.

Our EAL teachers are experienced specialists with up-to-date qualifications, sympathy and understanding.

Our Centre is an authorized Cambridge Assessment English Centre.

### Our Teachers

Our teachers, Andrea Maistrello, Helen Forster, and Heather Bignold, ensure the school is up to date with the very best practices for the teaching of English as an Additional Language.

Our teachers attend accredited courses every year and regular meetings of their professional associations. They share current developments and best practice of ELT in the private sector, and implement initiatives to ensure that we are at the forefront of EAL provision.

### What we offer our students

- a tailor-made individual programme of language support to reflect the learning style and cultural background of individual students to give them the best possible English language learning experience
- an 'Open-Door' policy to ensure that language support is available whenever a student needs it
- one-to-one or small group (no more than 8) tuition outside the core curriculum
- a complementary service rather than as a substitute for language lessons
- on-going subject-specific support for revision, vocabulary and exam practice
- supervised individual study sessions
- support with personal statements for university applications
- character and academic references for internships
- the ongoing opportunity to work towards gaining internationally recognised English Language qualifications through our Cambridge Assessment English Centre across the spectrum from A2 to C2
- detailed advice about English Language requirements for university entrance
- support for IELTS qualification if required

## Assessment

- Pre-Entry Test
- Google Meet or Zoom Interview
- Induction Programme
- Initial Assessment
- Individual Learning Profile
- Reports and Assessments
- Certificates of Achievement

## Our Pastoral role

- we help all overseas pupils settle happily into their new environment
- we liaise regularly with other subject teachers, tutors, house staff, TLC and parents
- we respond to the needs and concerns of individual students
- we help students participate in co-curricular activities
- we provide opportunities for students to socialise informally
- we acknowledge birthdays and national celebrations!

## Resources

- we have an extensive selection of up-to-date course books
- we provide supplementary materials/authentic materials for each individual pupil
- we provide topical reading texts
- we work in a digital friendly learning environment, using the latest technology