

EAL Policy Upper School

POLICY STATEMENT

English as an Additional Language (EAL) pupils at Clifton College are defined by the British Council definition: ‘pupils who speak a language other than English at home’. In general terms, many of our international students are from Chinese or Mandarin-speaking countries, however we receive students from a wealth of countries. Some students are here for the entirety of their schooling, whereas others are here for short-term placements to experience life at an English-speaking school. EAL pupils are fully immersed in the life here at Clifton College, and perhaps unsurprisingly form a large contingent of our Boarding community. EAL pupils receive the same curriculum as other pupils in the school, and are not withdrawn from class/extra-curricular activities in order to study EAL.

SCOPE

This Upper School policy is applicable to all those involved in the organisation and delivery of the College’s academic curriculum.

POLICY AIMS

1. To give pupils the opportunity to overcome any barrier to learning and assessment
2. To welcome and value the cultural, linguistic and educational experiences that EAL pupils bring to the school
3. To support pupils for whom English is an additional language both academically and pastorally.
4. To ensure that all such pupils fulfil their potential and achieve the highest possible grades in their exams.
5. To continue to work with Admissions in assessing and monitoring the linguistic ability of new pupil intake.
6. To support, mentor and train new and existing staff in how to differentiate lessons to help EAL pupils.
7. To encourage and enable parental support in improving children’s attainment

LEGISLATION AND GUIDANCE

The policy bears due regard to the following statutory guidance:

- DfE Departmental advice 'The Equality Act 2010 and Schools' May 2014
- JCQ 'instructions for conducting exams'

ROLES AND RESPONSIBILITIES

This policy will be monitored by the Deputy Head Academic in the Upper School, who will report to the Head of College on its implementation on a regular basis.

The Head of College will report to the governing body's Education Committee on the progress of the policy and may recommend any changes.

College Responsibilities

To ensure students leave Clifton College with an appreciation of British culture and Fundamental British Values (FBVs) and to be proficient speakers of English; to make every classroom an EAL-friendly environment; to train staff in best practice in doing so.

Staff Responsibilities

NB: 'Staff' refers variously to the staff body and to the specific EAL-trained staff. To uphold the highest standards of teaching and learning in EAL in order to promote high student outcomes (EAL staff); to champion the cultures represented at Clifton College through supporting the international events program; to uphold focus on EAL teaching across every subject in the Curriculum (staff body) and to communicate with the Head of EAL to discuss students who are struggling with their English; to question those who rely on using their mother tongue in the classroom. EAL Teachers must liaise Head of EAL, with Housemasters/mistresses, Heads of Department, subject teachers, parents, guardians and agents regarding the progress in English and other academic subjects and the welfare of the EAL pupils.

Pupil Responsibilities

To speak English exclusively in the classroom unless using your home language for a learning activity; to have the highest standards in the classroom in order to make excellent progress in EAL

RELATED COLLEGE POLICIES

- Curriculum Policy

MONITORING AND REVIEW

This policy will be reviewed annually and at other times in the intervening period as necessary, to ensure it follows the latest regulatory guidance, exam reform and any other strategic changes that are necessary to ensure that the students receive appropriate provision.

EAL PUPILS AT CLIFTON COLLEGE

Students receiving support in 2024-5 academic year (Summer Term 1):

- 12 students take EAL as an option in Y9
- 8 students take EAL as an option in Y10
- 8 students take EAL as an option in Y11
- 9 students take IELTS in Y12;
- 1 student receives 1 to 1 EAL support in Y13

14 Chinese; 6 Hong Konger; 4 Thai; 1 Ukrainian; 2 Spanish; 2 French; 1 Latvian, 1 Japanese; 1 Italian; 4 Russian; 1 Albanian; 2 German; 1 Afghan; 1 Maltese;

PRE-ENTRY ASSESSMENT OF EAL PUPILS

Pupils joining in Year 9 will take a CAT4 entry test upon applying, much the same as other applicants. There is also a spoken interview with the Admissions Department.

Pupils joining in Year 9 must have at least low intermediate level (CEFR - B1) in English language, while those joining in the Sixth Form will need a high intermediate level, at least B2 if they are opting for Science and Maths subjects and preferably higher (C1) if they are taking subjects which involve essay writing.

Unless they are reasonably fluent and therefore do not need to take EAL as a subject, a number of overseas pupils in Years 9-11 are advised to take EAL as one of their timetabled subjects. In this option subject, focus is placed upon the four key skills of Reading, Writing, Speaking and Listening as well as developing language competency in Grammar, Vocabulary and Pronunciation. Pupils in this option block study for the English as a Second Language IGCSE exam in Year 11. These pupils in Years 9-11 will also be placed in the EAL set for English and take IGCSE in English First Language English. The vast majority of pupils achieve strong grades in these exams.

ASSESSMENT OF EAL PUPILS

Once they have arrived in the Upper School, all Year 9 EAL pupils are given an English language test in the first two weeks of school.

This consists of:

- The Oxford Placement Test. This test assesses Reading, Listening, Grammar and Vocabulary. This tells us students' CEFR level.
- A short written test where students write a letter to their teacher introducing themselves.

As soon as these papers have been assessed, a decision is made amongst EAL teachers about the best support to offer these pupils. In some cases, we will encourage students not currently enrolled in the EAL timetabled option block subject to sign up. We also offer one-to-one support (which is chargeable) if this is deemed necessary, although pupils are not withdrawn from timetabled lessons for EAL provision in the Upper School. Therefore we do encourage students to sign up for EAL provision as an option block subject where possible.

In the Sixth Form, we offer IELTS training for EAL pupils. This takes place within the Enrichment period. The Head of EAL co-ordinates this program and ensures that students are being assessed regularly, makes sure results are being tracked, and supports students in signing up for their IELTS test. In these classes, EAL teachers can support their IELTS preparation, or teachers can support their academic writing in their A-Level subjects.

MONITORING/MENTORING OF EAL PUPILS

The Head of EAL communicates with all staff in September flagging who the EAL pupils are in Years 9-13. This information is also available to all staff through Engage. Teachers are expected to provide supportive strategies within their classes such as focusing on teaching vocabulary and ensuring the lessons are context-rich for EAL pupils. To support teachers, the Head of EAL provides INSET training to teachers to support EAL pupils.

The Head of EAL assesses and tracks pupils' progress in EAL half termly. During whole-school assessment windows, these exams are moderated in EAL Department meetings to ensure consistency and parity between teachers. In Year 11, the exams closely mirror the types of IGCSE ESL exam tasks they will be sitting in Year 11. However in Year 9

and 10, these exams mirror either the First for Schools Preliminary exam (B1 level) or the Cambridge First exam (B2 level) respectively.

Parents' meetings for all year groups take place once a year. At these meetings parents/guardians can speak to subject teachers and members of the EAL department about their child's progress in English and other subjects. Those parents who are unable to attend parents' meetings will receive written feedback about their child's progress.

In general the EAL department believes that regular communication with all those who have dealings with EAL learners at the school is vital. The EAL department is in regular communication during the school year with the Deputy Heads (Academic and Pastoral) Housemasters/mistresses, Heads of Department, subject teachers, parents, guardians and agents regarding the progress in English and other academic subjects and the welfare of the EAL pupils.

MEETINGS AND OBSERVATIONS

The Head of EAL regularly observes lessons within EAL and encourages colleagues to observe one another. As a department, we keep up to date with current EAL policy in Education and the Head of EAL has joined a collective of Rugby Group EAL Coordinators to encourage collaboration and best practice. EAL is also a standing agenda item on every HoDs meeting. There is an EAL meeting fortnightly led by the Head of EAL to discuss various teaching and learning items and to disseminate training amongst EAL staff.

CELEBRATING CULTURAL DIVERSITY

The Head of EAL, alongside the EDIB Lead, plans annual events to celebrate the Chinese Moon Festival and Chinese New Year. This event is very popular; over 100 students attend every year. The usual model is to celebrate at a local Chinese restaurant and to organise some activities and entertainment for the pupils. Planning is underway to run other festivals and events to reflect our wider international cohort as currently we only celebrate Chinese festivals within EAL.

The EAL department, in accordance with whole school policy, celebrates and encourages respect for cultural diversity and the celebration of "difference" among the EAL community. The Head of EAL is working with the EDIB committee and the EDIB Lead to ensure there is fair and even representation of all our nationalities across the school. EAL pupils are required to interact and work with pupils from other countries and cultures



within EAL lessons both for linguistic and social reasons. Discrimination, racism, marginalisation, ostracism or unpleasantness of any kind is not tolerated within the EAL lessons and the EAL department maintain close contact with Housemasters, Housemistresses, tutors, class and subject teachers in order to ensure that EAL pupils are treated with respect and kindness by their peers.