



**POLICY ON PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE
November 2021**

School update	
Responsible for review of policy	Deputy Head Academic/Director of Learning Support
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POLICY ON PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

1 POLICY STATEMENT

- 1.1 All pupils with English as an Additional Language (EAL) are entitled to full access to the curriculum.
- 1.2 The School strives to maximise the potential of all pupils and offers appropriate EAL support as determined by the Director of Learning Support. Such support lessons incur additional charges which are clearly published on the website.
- 1.3 The School stipulates additional testing on application for EAL pupils to ensure that they can fully benefit from studying at the School. The school reserves the right to amend the year of entry or deny entry to any student who would struggle to access our curriculum, and therefore make progress at the desired entry point.
- 1.4 It may be agreed that girls in Years 7-11 are withdrawn from Modern Languages (MFL) or Latin. In addition girls are able to sit external examinations in their home languages.

2. ADDITIONAL ENTRANCE REQUIREMENTS FOR EAL PUPILS

- 2.1 Students must have age appropriate standards in the four skills, listening, reading, writing and speaking. The following is a guide and will ensure that the students have full access to the curriculum area they are entering:
 - **Sixth Form** GCSE English (min level 4), IGCSE English (min level 4?), Academic IELTS (min level 6) or equivalent so able to study for Academic IELTS level 6.5 and above or C1 in Advanced English qualification
 - **Years 10-11** Passed the B1 Preliminary Cambridge English Qualification so able to the B2 First Qualification or equivalent.
 - **Year 9** Passed the A2 key Cambridge English Qualification so able to study the B1 Preliminary Qualification or equivalent.
 - **Years 7-8** Understanding of English so able to study the A2 key Cambridge English Qualification or equivalent.

Details of the courses listed above can be found on the Cambridge Assessment English website:
<https://www.cambridgeenglish.org/>

- 2.2 Pupils should forward certificated details of the levels they have achieved to the School as part of the application process.
- 2.3 There may be exceptional cases, where pupils do not have access to an ESOL centre for testing, and these families should contact RMS for alternative arrangements.
- 2.4 Pupils of any age wishing to complete a short term programme of one year or less should be able to communicate in English, to understand instructions and be prepared to undertake EAL support lessons to improve their language. All pupils will be assessed prior to entry and their subject options will be agreed as a result of these assessments.

3. PROVISION

On arrival students will be assessed to confirm their level of English.

3.1 Long Term Pupils Wishing To Complete A Full Programme Of Study

- 3.1.1 All entrants to the Senior School will be working towards the IELTS or Cambridge Assessment English Qualifications and the number of lessons required to achieve this will be reviewed regularly, taking into consideration the different skills of writing, reading, speaking, and listening. The sessions may be delivered as individual, paired or small group lessons depending on the needs of the individual and may take place during MFL / Latin (if withdrawn), lunchtimes, after school, evening or study periods (for Sixth Formers).
- 3.1.2 Sixth Formers will study the IELTS course, raising their grade to a minimum of 6.5 for university entrance. The sessions could be delivered in pairs where it is appropriate, as this will facilitate the speaking and discussion skills.
- 3.1.3 Girls in Years 7 - 11 will study the Cambridge Assessment English qualifications building towards the B2 First course, C1 Advanced or C2 Proficiency, depending on ability. The fees for the examinations will be charged back to parents, as per the School's examination policy.
- 3.1.4 Girls in Cadogan House will receive support to enable access to the curriculum and develop their vocabulary for life skills. They will prepare their skills to a level needed for entry to the Senior School where they will study the A2 key course.
- 3.1.5 Support lessons will be charged at the rate published on the website and updated annually.

3.2 Students Wishing To Complete A Short Term Programme

- 3.2.1 The details of the EAL support timetable will be set up with the Director of Learning Support after students have arrived at RMS.
- 3.2.2 EAL support lessons will be provided each week, as appropriate, as part of the educational provision for overseas students and will be charged at the current RMS rate.
- 3.2.3 Students may be entered for appropriate Cambridge Assessment qualifications, the fees for which will be charged back to parents, as per the School's examination policy.

4. CONTENT OF SUPPORT LESSONS

- 4.1 Lessons will include: speaking, grammar, reading, writing and listening practice as well as subject work, the target being age and level appropriate communications.
 - 4.1.1 Appropriate course books will be provided, some of which may be recharged, and one piece of homework will be set per support lesson.

4.1.2 The lessons will address academic language, social language, and life skills.

4.1.3 Support lessons are timetabled so as to minimise disruption to the curriculum

5. SPECIALIST SUPPORT SYSTEM

5.1 The EAL team will work closely with the Housemistress and House staff. Use may be made of Community Service Volunteers for peer support or a buddy system.

5.2 The EAL team of specialist teachers adheres to the outcomes and aims through the provision of individualised support pupils are encouraged in resilience, resourcefulness, reciprocity and reflectiveness in order to develop strategies to address their needs. The teachers are in a position to consider health, support achievements and encourage pupils to make a positive contribution to the wider school community.

5.3 The specialist teachers are able to provide pastoral support for the pupils as and when needed and suggest strategies in addressing a range of non-academic issues that may impinge upon the pupils' learning. The teachers use the pupils' experiences and cultures to progress their learning and meet their needs, where appropriate.

6. COMMUNICATION

6.1 Reports will be issued by the support teacher three times within the academic year. Where there are concerns regarding the progress being made in English, these will be communicated with parents/guardians as quickly as possible.

6.1.1 The Director of Learning Support, Mrs Claire Hawkins, oversees EAL provision and can be contacted by telephone or email (chawkins@rmsforgirls.com) if parents or guardians have any comments or concerns.