

# PRIOR'S FIELD SCHOOL

## GODALMING SURREY

GSA BSA Girls' Boarding and Day 11-18

### **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

In order to cope with the academic and social demands of Prior's Field School, pupils must be fluent English speakers. We may recommend that some pupils, whose first language at home is not English, receive tuition in English as an Additional Language.

EAL support is offered to all pupils for whom English is not a first language. Pupils will be re-assessed on arrival by EAL staff and if they are considered to need English language tuition it will be a requirement that they follow an appropriate course.

Once assessed, girls are taught in small groups of 2-8 but individual lessons can also be arranged.

In years 7-11, any girl who is able to study French, Spanish or both may do so and EAL lessons will be arranged accordingly. If the pupil, teachers and parents agree that one or no additional foreign language courses are appropriate, this lesson time will be used for EAL tuition.

Pupils in years 7-9 typically have 3-4 lessons weekly of EAL support while pupils in years 10 and 11 have 4-5 lessons weekly.

Sixth form students' lessons are arranged in study periods. Students who have attained grade A - C in GCSE English or IGCSE (International GCSE English as a Second Language) normally have 6 x 30 minute lessons each week as they work towards the IELTS qualification to be taken in the Upper Sixth. Students without a GCSE or IGCSE generally have 6 - 7 lessons per week.

One term's notice is required for withdrawal from EAL classes.

### **Examinations**

Various examinations are offered, depending on ability and requirements.

All pupils will take GCSE English Language and / or Literature. However, IGCSE (International GCSE English as a Second Language) is offered as an alternative to GCSE English Language where appropriate.

In addition, IELTS (International English Language Testing System) courses are studied in the sixth form.

GCSE, IGCSE and / or IELTS are usually required for university entrance.

## **Teaching**

The first lessons given include a short induction course to help familiarise students with boarding school life and elements of British culture.

Lessons can generally be divided into three areas:

1. Those which concentrate on learning and revising grammar.
2. Those which concentrate on one or more of the four skills: reading, writing, listening and speaking.
3. Those which support other subjects.

All available resources are used, including the internet, the school library, newspapers, EAL books, listening materials and course books. Textbooks are reviewed regularly.

## **Years 7/8/9**

Girls are taught according to their ability and requirements. The schemes of work are followed at the appropriate level. All four skills are practised, with emphasis on those which are the weakest.

Some lessons are devoted to supporting work in other subjects. The amount of time spent on these lessons varies considerably and is decided upon after discussion with each student and subject teacher. If only one student in the group requires help in a particular area she will receive that help after school or at lunchtime. Every effort is made to present relevant reading material in order to extend understanding across the curriculum.

For these reasons the timings of the schemes of work do not always follow the same pattern.

## **Years 10/11**

Most students follow the schemes of work for GCSE English, but for some IGCSE English as a Second Language course may be more appropriate, in which case they will have an additional 4 x 30 minutes lessons each week.

Some lessons are devoted to supporting English Literature, under the guidance of the English Department. Others are used for supporting the coursework elements of other subjects, after discussion with subject teachers.

## **Sixth Form**

Students follow the schemes of work for the IELTS course. Extra grammar lessons are provided for those who need them. All four skills are practised, effective communication being a key issue. Much emphasis is placed on independent thinking and students are encouraged to express their ideas openly in class. Many topical issues are debated and views are presented within argument and discursive essays.

Some time is spent on helping students with written expression for course work, but this is not usually done in lesson time. Some girls have extra lessons, specifically to support AS/A2 work. The content of these lessons will be discussed with the subject teachers.

## **MONITORING**

- Feedback on progress will be recorded at staff, departmental and tutor team meetings.
- Examination and test results will be analysed.
- Reviews with pupils and parents/guardians will be arranged and recorded, as required.
- All EAL pupils will have an IEP with specific targets set and agreed between pupils and teaching staff. These IEPs are monitored regularly and reviewed by EAL teachers. IEPs are sent home with interim and full school reports, generally three times each year. These IEPs include comments from the pupil and the EAL teacher. Parents are invited to add their comments and return the IEPs to the school. This ensures that parents are fully informed of their daughter's progress and able to support.
- The school pastoral system incorporates strategies to support pupils for whom English is an additional language and a structured programme of induction and support is in place.

## **SUPPORTING PUPILS TO INTEGRATE INTO THE PF COMMUNITY**

EAL teachers, the Head of Learning Support and Boarding Staff all make an input into the induction programme for pupils with EAL, who join the school. In addition, form tutors and Heads of Year provide ongoing welfare and pastoral support for EAL pupils. Counselling, peer and staff mentoring are available to all pupils at the school to ensure that good personal and social progress underpins their academic performance.

## **STAFF TRAINING**

Teaching staff receive support and training on the learning needs of pupils for whom English is an additional language. In addition, an EAL specialist will provide training in cultural awareness, in order to support and improve staff awareness of the needs of EAL learners.

## **CHARGING POLICY**

EAL lessons are charged to parents. There are different rates for individual and group sessions, subject to annual review.

This policy is monitored by EAL teachers, the Head of Learning Support and the Academic Deputy Head. It is evaluated/reviewed annually by the Head of Learning Support, Academic Deputy Head and Head.

**Next Review Date: Spring 2010**