



English as an Additional Language

Independent Boarding and Day School for Boys and Girls

Royal Hospital School

May 2017

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Related Policies	Accessibility Plan Admissions Policy and Procedure Anti-Bullying Policy Curriculum Plan Curriculum Policy Equal Opportunities Policy Exams Policy Reasonable Adjustments Policy

Aims

- 1.1 The aims of this policy are to promote good practice in our management of pupils for whom English is not their first language; to provide them with linguistic support across all areas of the curriculum as necessary and to offer them any additional welfare support that they made need as a result of their background.
- 1.2 The school is flexible and open to applications from prospective pupils from any ethnic or national background.
- 1.3 The admissions procedure is centralised and all pupils for whom English is not their first language, must apply to the Admissions Office in the first instance, either directly or through an education agent.

Policy Statement

- 2.1 The School: The Royal Hospital School is a mainstream independent school with high academic standards which accepts boys and girls from the age of 11 years. We welcome pupils for whom English is not their first language.
- 2.2 Provision: The provision which we can make for pupils for whom English is not their first language includes teaching support in our fully equipped/resourced EAL department and general English support across other areas of the curriculum.
- 2.3 EAL support is provided for such pupils on a targeted withdrawal from lessons basis in Years 7-11, and in pupils' free periods in the sixth form. This support can take the form of pre-teaching and consolidating work in other content classes to assist the general curriculum, building up the academic vocabulary and skills common to all subjects or specific preparation for an English qualification recognized by UK and international universities and employers.
- 2.4 Long-term boarders in any year group requiring EAL are withdrawn from other lessons in order to be given additional EAL support, enabling them to fully access the curriculum. These lessons are provided as part of the overall fees.
- 2.5 Short-term boarders in Years 7-9 (less than one year) are not provided with general EAL lessons and are advised on total immersion into the mainstream curriculum. Extra EAL lessons are available if required, and are provided as part of the overall fees..
- 2.6 Sixth form pupils working towards IELTS examinations for university entrance are able to select to do so as part of the sixth form curriculum in the Elective slot. These lessons are provided as part of the overall fees. Pupils requiring extra IELTS or other Cambridge ESOL preparation classes outside of the Year 12 Elective slot may be charged.

Admission of pupils

- 3.1 The admissions procedure for overseas pupils is centralised and correspondence should be addressed to the Admissions Office in the normal way. Once a pupil is registered parents and agents will be kept informed of developments within the School and will be contacted as necessary regarding admission.
- 3.2 Entry to the school may be at age 11, 12, 13, or 14+ and at 16+ into the Sixth Form. In all cases it is necessary to complete the school application form. Entry is normally in September but candidates will be considered for January and April entry subject to space being available.

- 3.3 Entry at 11, 12, 13, 14+ years: Candidates will be asked to sit an entrance examination. Alternative arrangements can be made for overseas candidates who are unable to travel. The entrance examination consists of three elements for those for whom English is their first language: a test in mathematics based upon the relevant level of the National Curriculum, a verbal reasoning test and an English comprehension and creative writing test.
- 3.4 Those overseas candidates for whom English is not their first language will be required to take English as a Foreign Language (EAL) and age-related mathematics tests. There are three separate English tests. The first, for pupils in Year 7 and 8 is based on the PET (Preliminary English Test set by Cambridge University). Middle School candidates in Years 9 and 10 take a test set at B1 level, while those wanting to study in the Sixth Form need to be at least at B2 level, have a score of 5.5 in IELTS or a pass at FCE (First Cambridge Certificate (International English Language Testing System). For candidates following ISEB Common Entrance Examination, the offer of a place at the school is conditional upon satisfactory performance in the summer Common Entrance examinations.
- 3.5 Entry at 16+ years: Acceptance into the Sixth Form to follow a 16+ course is conditional upon candidates meeting the entrance criteria. This includes the expectation that pupils have passed Maths and English GCSE at Grade C / 4 or above and gained at least a B / Grade 6 in any subject chosen for AS level that was also studied at GCSE. The expectations for taking A Level Maths or Sciences is higher with the expected entry grade of at least an A / Grade 7. Pupils taking other international qualifications will be considered individually.
- 3.6 Reports: In the case of all candidates the school will contact current Head Teachers to ask for a reference regarding the candidate's level of attainment and behaviour. Considerable emphasis is placed upon these references when deciding which candidates will be offered places.
- 3.7 Interviews: Normally, candidates are expected to attend the school for interview and only in exceptional circumstances will a firm place be offered without the Head of Lower School, Middle School or Sixth Form and the Head of EAL having had the opportunity to meet and interview the candidate. Interviews can also take place via Skype, Facetime or similar.
- 3.8 Period of Study at the School: Pupils would normally stay at the school all the way through to the end of sixth form study (Year 13) although some leave to continue their education elsewhere after GCSE examinations (Year 11). It is possible for overseas pupils to stay for a shorter period of study at the school which should be discussed during the admissions process.

Implementation

- 4.1 In Years 7-11, provision for EAL support is made on a withdrawal from lessons basis. The withdrawals are carefully targeted to ensure that pupils do not fall behind due to always being taken out of the same content class. In Year 9, a blocking system enables pupils to have regular EAL lessons instead of studying a second modern foreign language. In some cases, a pupil will not study any modern foreign language and in this case, they will have EAL lessons during MFL lesson time.
- 4.2 New withdrawals in Year 10 are the exception to this. They are taught in a group in EAL when English is timetabled and follow an IGCSE course in English as a Second Language. Long-term pupils who pass this are then offered a more challenging course in Year 11.
- 4.3 The exact nature of the curriculum followed by EAL pupils is arranged between the pupils, content teacher, EAL teachers and the Head of EAL.
- 4.4 The Head of EAL prepares pupils for a recognised English qualification at a level that is deemed appropriate should short-term students require one or if one is needed for further study.
- 4.5 EAL is a formal academic subject, and as such the Head of EAL prepares assessments and reports on the pupils.
- 4.6 **Head of EAL: The Head of EAL is Mr. Dan Coleman.** He has responsibility for

- 4.6.1 ensuring that there is proper provision for the teaching of EAL to pupils for whom English is not their first language, both within the department and by cooperating with other departments to assist EAL learners in content classes.
- 4.6.2 advising and supporting other staff in the School on matters relating to EAL, including the preparation of materials, the pre-teaching and consolidation of vocabulary and making relevant speaking and writing frames for specific tasks.
- 4.6.3 helping pupils acclimatise to the school and its English culture, both through an induction programme in September and throughout their time here.
All teaching staff are expected to make themselves aware of pupils who require EAL support and to make every effort in their own subject area to provide pupils with additional support as required/appropriate.