



MARLBOROUGH COLLEGE

Policy for teaching English as an Additional Language (EAL)

Michaelmas Term 2021



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This policy addresses ISI Regulatory Requirements Part 1, Quality of Education Para 2 and Part 6, Para 32.

1. Policy Statement

Language plays an important part in supporting the College's mission statement. Within the College boarding community many languages exist side by side and pupils are encouraged to compare languages and the cultures that are associated with them.

Marlborough College is committed to providing a quality education in English for pupils from a variety of cultural backgrounds, and to providing support for pupils who are working in English as their second language. The College recognises the important role that teachers play in developing language acquisition and also acknowledges the importance of first-language development. The College's Curriculum Policy clearly states the aims of the College to stimulate, challenge and support all pupils, and to deliver a curriculum which is inclusive, and fosters development of the key competencies: speaking, listening, literacy and numeracy.

As the College makes welcome pupils with a variety of linguistic backgrounds, it is vitally important that its English as an Additional Language (EAL) policy is flexible, thereby allowing the College to incorporate the needs of different pupils and their learning styles, while at the same time allowing them to benefit from the full range of the curriculum and full integration in the life of the College. This offers the individual not only the opportunity to acquire facility and fluency in the English language, but is also in-keeping with the College's promotion of multicultural awareness, and its recognition and encouragement of a global outlook.

2. Delivery of EAL

Marlborough College seeks to promote a whole College policy approach through which all members of staff are aware and informed of the needs of all pupils with English as an Additional Language. Our practices are designed to enable EAL pupils to access the curriculum and public examinations, and to help such pupils improve their academic skills and learning strategies, to take responsibility for their own learning and to understand his/her learning profile.

The EAL Coordinator supports departments in understanding the specific needs of EAL pupils and in developing strategies to support their progress.

Responsibility for the delivery of EAL support rests with the EAL Coordinator within the Learning Support Department. The principal aim of EAL support is to give all students whose first language is not English the linguistic ability and confidence in their academic subjects as well as encouraging effective study skills. The EAL provision aims to support and develop pupils' abilities to communicate effectively in both speech and writing.

Within the EAL provision the College aims to:

- Advise on the linguistic level of international pupils applying to the College when asked to do so;
- Assess proficiency in English of EAL pupils new to the College and communicate this to the whole staff, together with any other relevant information as requested;
- Provide individual classes with a focus on both academic English and support for curriculum subjects;
- Upon request, provide students with the opportunity to gain a recognised English Language qualification for university entry, such as IELTS;
- Liaise with EAL pupils' academic subject teachers to ensure tailored support.

The progress of EAL pupils will be tracked at key assessment and reporting points throughout the year, as well as in performance in public examinations.

3. Identifying EAL pupils who may need academic help

Information on potential EAL pupils, including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities, is normally obtained by the Admissions Department in advance of a pupil's arrival. This is done on the basis of test results and reports from the pupil's previous school.

Additionally, following their arrival at the College, the proficiency level of new EAL pupils is assessed using the Oxford English Language Placement Test and those who may require extra language provision are identified. Ongoing assessment of a pupil's academic progress may indicate a need for EAL support. In addition, requests for support at any time may be made by a pupil, parents or by a pupil's Teacher/Tutor/Housemaster or Housemistress.

Once accepting an offer of lessons, Shell EAL pupils attend individual English Language lessons in which students focus on honing their English language skills in preparation for the rigorous academic life at Marlborough College. Lessons to prepare students for Cambridge IELTS exams for university entrance are available upon request. In addition, EAL classes are available for all year groups for help with academic subjects and for extra preparation and support for the GCSE English Language exam.

The EAL provision is very flexible in order to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs and the different dynamics of class, small group and individual teaching. We endeavour to ensure that our lessons maintain pace, variety and challenge, encourage active learning and are appropriately differentiated. Most importantly, we aim to provide pupils with both the linguistic competence and academic skills to succeed in their subjects.

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