



Mill Hill

Instilling values, inspiring minds

Grimsdell | Belmont | Mill Hill School | Mill Hill International

International

English As An Additional Language Policy 2019

Key points to The Mount, Mill Hill International EAL Policy

| | |
|---|---|
| Rationale | <ul style="list-style-type: none"> Speakers of English as an Additional Language (EAL) are defined according to the DfE as anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this in the home or in the community. The majority of pupils at MMHI fall into this category. In addition, many pupils at the MMHI have not been instructed in English before arriving at the school. |
| Aims | <ul style="list-style-type: none"> Our main aim is for all EAL pupils to be confident in listening, speaking, reading and writing so that they are able to access the academic curriculum and communicate effectively within an academic setting in English. This is achieved through specialist teaching across the curriculum, adapted by subject teachers to meet the needs of EAL learners. |
| Key Principles | <ul style="list-style-type: none"> In the teaching of EAL within schools, there is a clear distinction between a pupil's Basic Interpersonal Communicative Skills (BICS) and their Cognitive Academic Language Proficiency (CALP), identified by Cummins (1981). According to Cummins, oral proficiency in a language can take three to five years to develop, whereas academic proficiency can take from four to seven years. It is the role of all teachers at the School to improve the language proficiency of pupils. |
| Pre-arrival assessment and admission procedure | <ul style="list-style-type: none"> All prospective pupils are assessed in English using an online proficiency test, written test of English and interview with the Head. Generally, a minimum of a B1 (intermediate) on the Common European Framework of Reference is required for admission to Year 9, 10 and 11. A2 level (pre-intermediate) is a requirement to enter the Fast Track Course. |
| Monitoring and assessment | <ul style="list-style-type: none"> Formative and summative assessment is used throughout the year as well as online testing and initial interview data. |
| Staffing | <ul style="list-style-type: none"> The EAL department is led by the Head of EAL and consists of three full-time members of staff and one part-time member. All EAL teachers hold a minimum of the CELTA qualification. |
| Teaching and learning | <ul style="list-style-type: none"> Pupils follow a variety of courses dependent on their level of English and may include preparation for IGCSE English as a Second Language, IGCSE English as a First Language or IGCSE English Literature as well as IELTS if appropriate. |
| Subject teacher support | <ul style="list-style-type: none"> All subject teachers and new staff receive specific training in the teaching of EAL pupils including areas such as vocabulary, reading, writing and oracy. |
| Review | <ul style="list-style-type: none"> Policy to be reviewed Spring Term 2020. |

The above Key Points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the policy takes priority.



The Mount, Mill Hill International (MMHI) EAL Policy

1. Rationale

According to the Department for Education, speakers of English as an Additional Language (EAL) are defined as 'anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community.' At MMHI, the majority of pupils fall into this category and hence are classed as EAL pupils. In addition, most of the pupils at the school have previously been instructed in a language other than English. As a result, in addition to EAL lessons, pupils require necessary adaptations made to the delivery of the content curriculum in order for it to be comprehensible and to ensure they make necessary progress in all areas of the curriculum.

2. Aims

Our main aim is for all EAL pupils to become confident in listening, speaking, reading and writing so that they are able to access the academic curriculum and communicate effectively within an academic setting. More specifically, the delivery of EAL at The Mount Mill Hill, International aims to allow all pupils to:

- Develop all four skill areas: reading, writing, speaking and listening;
- Develop the language skills required for academic study;
- Reach an appropriate level of English proficiency to meet the linguistic demands of A-Level or (I)GCSE study;
- Develop an appreciation and understanding of the way the English language works both systemically and functionally;
- Acquire the necessary academic vocabulary required to achieve success in a range of academic subject areas;
- Be prepared to sit either the IGCSE English as a Second Language, IGCSE English First Language or IELTS where appropriate.

This is achieved through specialist teaching across the curriculum, adapted by subject teachers to meet the needs of EAL learners, enabling pupils to acquire the academic language needed within their subject areas. All subject teachers receive specific training in how to adapt their teaching, specifically in relation to the teaching of academic vocabulary and the development of oracy, which is supported by the EAL department.

3. Key principles

In the teaching of EAL within schools, there is a clear distinction between a pupil's Basic Interpersonal Communicative Skills (BICS), seen as the conversational fluency in a language and their Cognitive Academic Language Proficiency (CALP). This concept was first introduced by Cummins (1981) and refers to pupils' ability to understand and express concepts and ideas in both oral and written modes that are relevant to success in school. In particular, attention has been drawn to the timelines and challenges second language learners encounter as they attempt to catch up with their peers in academic aspects of school language. It has been demonstrated that oral proficiency in a language can take three to five years to develop, whereas academic proficiency can take from four to seven years. To improve the language proficiency of pupils with a significantly lower level of English, additional one to one instruction may also need to be provided.

3.1 Pre-arrival Assessment and Admission Procedure

All prospective pupils are assessed on application to the School. Their assessment includes an online proficiency test, a written test of English language and an interview with the Head either face-to-face or via Skype. Generally, a minimum of a B1+ on the Common European Framework of Reference for Languages (CEFR) is required for admission to Year 9, 10 and 11, and A2 level to enter the Fast Track course. All pupils' English levels are then re-assessed on arrival at the School as well as regularly throughout the year.

3.2 Monitoring and Assessment

All pupils are monitored continually throughout the year through a mix of formative and summative assessment. Regular use of online testing such as the Oxford Placement Test is also used to monitor progress. Initial interview data, identifying a pupil's linguistic background and competence in other languages, pupils' previous educational and schooling experience and their family and biographical background are also provided to all teachers.

3.3 Staffing

The EAL department is led by the Head of EAL and consists of three full-time members of staff, in addition to the Deputy Head. All EAL teachers are highly-qualified and experienced teachers of English and hold a minimum of the CELTA qualification.

In terms of ongoing professional development, the School is a member of BAISIS (British Association of Independent Schools with International Students), and NALDIC (National Association for Language Development In the Curriculum). Teachers are encouraged to develop their teaching and to keep abreast of changes and developments in the field of English language teaching. The Head of EAL and other teachers of EAL regularly lead INSET and CPD sessions on language awareness and the teaching of EAL pupils.



4. Teaching and Learning

4.1 Year 9 English Curriculum

All pupils in Year 9 are set in English according to their English proficiency and follow a curriculum designed to be stimulating and appropriate to their individual language needs. Pupils who are B1 or above receive a combination of English skills practice in order for them to develop grammar, reading, writing, speaking and listening in line with the CEFR, as well as the study of some literary texts. For those pupils with a higher English proficiency, there is also the option to study English Literature, covering more challenging texts in preparation for the English Literature GCSE Course in Year 10.

4.2 Two Year GCSE English Curriculum

In Year 10, pupils either sit English as a Second Language or English as a First Language as a two-year course with the option of taking English Literature, depending on the pupil's proficiency of English. Where Literature is not offered, additional EAL support classes are provided, offering more tailored provision focusing on the vocabulary and language skills required in other subject areas.

The progress of pupils' English is monitored carefully by the EAL department and additional support is provided where needed in the form of one-to-one classes or small group classes either at lunchtime or after school. Pupils are also encouraged to become independent and autonomous learners of English and are given the skills necessary to be self-directed through access to online and other support material provided by the department.

4.3 One Year IGCSE English Curriculum

The one-year IGCSE English as a Second Language (ESL) course is designed for pupils, aged between 15-16 years of age, who arrive with a lower to upper intermediate level of English (B1 to B2 on the CEFR) and wish to progress to Mill Hill Sixth Form or other UK independent schools to study A Level or equivalent. Those pupils who do not meet B1 level of English on the CEFR may be offered a place on the Fast Track English programme.

The ESL course in Year 11 focuses on developing pupils' abilities to write for a variety of purposes and audiences as well as developing academic skills such as note-taking and summary writing. There are also listening, speaking and reading components in which pupils are expected to discuss a variety of topics, making links with their other subject areas.

Pupils with the highest level of proficiency in Year 11 (B2 or above) are offered the English as a First Language course, as well as taking English as a Second Language, if appropriate. The First Language course is a more linguistically demanding syllabus, requiring pupils to undertake closer reading of texts, to understand inference as well as to be able to write for a variety of purposes and audiences.

4.4 Fast Track English Curriculum

Pupils who do not meet the English requirements for a one-year GCSE course (B1 on the CEFR) may be offered a place on the Fast Track English course. This is an intensive English course which aims to build fluency and academic English in order for a pupil to progress on to the one-year GCSE or A Level as appropriate. Pupils on this course are examined in IELTS at the end of their year and English classes include a mixture of IELTS preparation, English skills and fluency development.

5. Subject Teacher Support

All subject teachers and new staff receive specific training in the teaching of EAL pupils including areas such as vocabulary, reading, writing and oracy during INSET and regular CPD slots throughout the school year. It is therefore an expectation of all subject teachers within the School to adapt their lessons accordingly to the needs of EAL pupils. This includes using a variety of teaching strategies and techniques, and as a minimum all teachers are expected to:

- Provide word lists and glossaries for all pupils at the start of a lesson/unit of work;
- Model and scaffold written answers in class by deconstructing sample answers showing how to plan, organise ideas and check work;
- Provide a language-rich environment within their classrooms with keyword and visual displays to aid pupils' acquisition and comprehension of content vocabulary;
- Correct pupils' written and spoken English with an emphasis on the accurate use of formal written academic English including spelling, punctuation and grammar;
- Highlight and make explicit the academic and subject specific vocabulary within their subjects, reinforcing the acquisition of vocabulary regularly;
- Encourage oracy within the classroom through the use of a range of strategies in order to give pupils maximum opportunities to practise and use the target language, including think, pair, share activities, for example;
- Grade and reduce the amount of 'teacher-talk' within lessons by giving clear, simple instructions one at a time, ensuring input is comprehensible to all pupils;
- Check pupils' understanding of instructions and concepts through targeted questioning;
- Seek guidance from the Head of EAL or the EAL department on specific strategies to employ, when needed;
- Anticipate and pre-teach vocabulary which pupils may not be able to access, when necessary.



Appendix 1

Correlation between the CEFR and IELTS

| Common European Framework of Reference (CFR) & Equivalents | | | | | | |
|--|-----------------|-------------------|-------|------|--|---|
| Trinity | General English | Hours of learning | IELTS | CFER | Global level | Level Descriptor |
| ISE IV | CPE | 1000-1200 | 8-9 | C2 | Proficient Mastery | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| ISE III | CAE | 700-800 | 6.5-8 | C1 | Proficient Effective Operational Proficiency | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| ISE II | FCE | 500-600 | 5-6.5 | B2 | Independent Vantage | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| ISE I | PET | 350-400 | 4-5 | B1 | Independent Threshold | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| ISE Foundation | KET | 180-200 | 3 | A2 | Basic Waystage | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| E1 | | | 2 | A1 | Basic Breakthrough | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

References:

EAL Learners in the UK, Bell Foundation

<https://ealresources.bell-foundation.org.uk/school-leaders/eal-learners-in-uk>

Cummins, J. (1981). Age on arrival and immigrant second language learning in Canada: A Reassessment. Applied linguistics, 2(2), 132-149.

A. Pritchett, February 2019

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