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# English as an Additional Language Policy 2023 2024

## English as an Additional Language (EAL) Policy 2023 2024

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## **1. Rationale**

According to the Department for Education, speakers of English as an Additional Language (EAL) are defined by the Department for Education as anyone who 'is exposed to a language at home that is known or believed to be other than English'. At Mill Hill International (MHI), the majority of pupils fall into this category and hence are classed as EAL learners. 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 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 the Cambridge PET and FCE examinations where appropriate
- be prepared to sit an English Speaking Board examination as appropriate
- be linguistically competent in English to participate fully in all areas of school life: academic, social, cultural and spiritual.

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**

### **3.1 Language Competency**

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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.

### **3.2 Whole-School Approach to Language Development**

At Mill Hill International we believe that all staff have a role to play in the language development of the EAL pupil; it is not simply the responsibility of the EAL department to teach English. Subject teachers, pastoral staff and support staff must all recognise the potential of their interactions with EAL pupils in terms of helping the EAL pupil to make progress in the English competency. The EAL department will help train and develop all staff's awareness of their role and how they might engage with EAL pupils to promote oracy. Tutors and Housemasters/mistresses (HMMs) have a specific role in ensuring that EAL pupils are encouraged to participate fully in the spiritual, social and cultural life of the School community.

### **3.3 Links between Proficiency at English and Enriched Experience at School**

In order for EAL pupils to thrive, they must have the linguistic competency to access all aspects of their time at Mill Hill International. This includes access to the curriculum, the co-curricular programme and social activities as well as access to sport, music and opportunities to compete with others, for example in House Competitions.

### **3.4 The Value of Multilingualism**

Many languages coexist and all are valued equally and are celebrated at Mill Hill International in our "multilingual habitus". Pupils who have a solid foundation in their mother tongue develop stronger literacy abilities in English. Research is also very clear about the importance of multilingual pupils' mother tongue for their overall personal and educational development, as well as maintaining their

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ability to communicate with friends and family back in their home country. Each pupil's mother tongue is used proficiently and appropriately by our teaching staff through "translanguaging" in the classroom to ensure the best outcomes for each individual pupil in terms of their English language acquisition.

## **4. Assessment of English**

### **4.1 Pre-Arrival Assessment and Admission Procedure**

Prospective pupils are assessed on application to the School. Their assessment includes a Cognitive Ability Test, an online proficiency test, written tests of English language and an interview with the Head either face-to-face or via a cloud-based video conference programme. 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. Pupils' English levels are then re-assessed on arrival at the School as well as regularly throughout the year.

### **4.2 Monitoring and Assessment**

Pupils are monitored continually throughout the year through a mix of formative and summative assessment. 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.

## **5. Staffing**

The English and EAL Department is led by the Head of English and EAL and consists of four full time members of staff and two part time members. 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.

## **6. Teaching and Learning**

### **6.1 Year 9 English Curriculum**

All pupils in Year 9 are set in English according to their English proficiency and follow a curriculum

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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.

## **6.2 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. Pupils who require additional language support are offered additional EAL support classes in the place of a modern foreign language and/or English Literature. EAL lessons offer more tailored provision focusing on the vocabulary and language skills required in other subject areas.

## **6.3 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. 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.

## **6.4 Bilingual Dictionaries**

EAL pupils may use bilingual dictionaries in (I)GCSE examinations (except English, Geography, History, MFL and RS examinations) if:

- their first language is not English
- it reflects the pupil's normal way of working.

No additional time will be awarded to pupils who use bilingual dictionaries at Mill Hill International. JCQ regulations stipulate that 25% additional time is awarded for candidates for whom English is an additional language only in rare and exceptional circumstances and for candidates who arrived in the UK less than three years before the time of the examination/s with no prior knowledge of the English language.

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## **6.5 Individual Language Learning Programme (ILLP)**

The majority of pupils who study at Mill Hill International have EAL learning needs which are ordinarily met by the EAL lessons and the modifications to the curriculum as adopted by all subject teachers at the School. In addition, 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.

However, there may be some pupils whose English language needs are greater than most of the pupils in his/her class and in order to access the curriculum may need additional support. For such pupils the Head of EAL will make an individual assessment and write a bespoke ILLP which will be shared with the pupil's teachers.

## **6.6 Pupils with Special Educational Needs, and Higher Achievers.**

The School recognises that most EAL children needing additional support do not have special educational needs (SEN). However, should a specific learning difficulty be identified, EAL children will have equal access to the School's SEN provision. If EAL pupils are identified as Higher Achievers (HA), they will have the same opportunities as any other HA pupil within the School.

## **7. 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
- anticipate and pre-teach vocabulary which pupils may not be able to access, when necessary
- 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



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- 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 be observed teaching by the Head of EAL and work collaboratively with the EAL department to hone their craft.

### **8. Promoting Social Integration**

The Head of EAL, in liaison with Tutors and teachers will develop opportunities in the class and in tutorials to build the EAL learners' confidence by fully participating in all areas of the classroom-based discussions, helping the EAL learners to develop their own voices and the value of their potential contribution at MHI.

It can be challenging for pupils who are not yet confident in their spoken English to participate fully in the co-curricular programme, especially when it involves participating in activities at Mill Hill School where the majority of pupils are native speakers of English.

It is the role of the Tutor working alongside the HMMs to encourage EAL pupils to find an activity that helps them integrate with pupils from outside their own friendship group. Participation needs careful monitoring and following up to see if there are any ways to help the pupils make the most of their co-curricular experiences. The Co-curricular Coordinator has a significant role to play both in ensuring that participation of co-curricular activities is monitored regularly and in working with the Activities Coordinator at Mill Hill School to liaise with the teachers who lead the activities at Mill Hill School.

### **9. Promoting Cultural Awareness**

International pupils are given opportunities to celebrate their linguistic and cultural heritage in all aspects of their life at School. Examples of how these might be celebrated:

- encourage all staff to pronounce the names of pupils correctly
- publish 'Pupil Profiles' on Tutor Boards
- use display spaces in the School and in the boarding houses to showcase pupils' cultural heritage
- encourage pupils to become Young Interpreters through the Young Interpreters Scheme
- celebrate world festivals and national days such as Mid-Autumn Moon Festival, Nowruz
- share stories from different cultures in English and Drama
- organise a multicultural film festival
- share music from around the world



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- enable 'cultural values conversations' – e.g. in tutorials have a discussion with someone from another culture about their cultural values related to various cultural variables like time, gestures, appearance, and how they view the elderly
- in the curriculum, use case studies and research about different cultures
- organise 'A Taste of...' evenings in the boarding houses, celebrating food and music from different cultures
- encourage pupils to use their pin boards in their boarding rooms to decorate with images from their home towns

### **10. EAL Pupils and Boarding**

Mill Hill International and Mill Hill School pupils board together and this is an excellent opportunity to help EAL pupils integrate with pupils who do not speak the same language or share the same cultural background. Key to successful integration in boarding starts with room allocation but the degree of its success depends on boarding routines and practices which is overseen by the Assistant Head (Boarding). The Assistant Head (Boarding) arranges regular meetings with HMMs and Tutors to discuss the promotion of integration in boarding and highlight any issues.

### **11. Review**

This Review: November 2023

Next Review: Autumn 2024

This Policy has been approved by The Education Committee of the Court of Governors, 22<sup>nd</sup> November 2023.



## Appendix A: CEFR Mapping with IELTS and IGCSE ESL

CFER / CEFR Descriptor		IELTS	Pearson IGCSE ESL
<b>C2</b>	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.	Proficient user	8 - 9
<b>C1</b>	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.		6.5 - 8
<b>B2</b>	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.	Independent User	5 - 6.5
<b>B1</b>	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.		4 - 5
<b>A2</b>	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.	Basic User	3
<b>A1</b>	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.		2



## Appendix B

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### Appendix C

#### Acronyms

EAL	–	English as an Additional Language
MHI	–	Mill Hill International
BICS	–	Basic Interpersonal Communicative Skills
CALP	–	Cognitive Academic Language Proficiency
HMMs	–	Housemasters/Housemistresses and House Parents
CEFR	–	Common European Framework of Reference for Languages
CELTA	–	Certificate of English Language Teaching to Adults
BAISIS	–	British Association of Independent Schools with International Students
NALDIC	–	National Association for Language Development In the Curriculum
INSET	–	In Service Training
CPD	–	Continuous Professional Development
IELTS	–	Internationals English Language Testing System
ESL	–	English as a Second Language
MFL	–	Modern Foreign Language
RS	–	Religious Studies
ILLP	–	Individual Language Learning Programme
PET	–	B1 Preliminary (Cambridge English: Preliminary)
FCE	–	B2 First (Cambridge English: First)

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