



LIME HOUSE SCHOOL



The Policy and Provision

for Pupils for whom English is an Additional Language

Statement of Aims

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

The school will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the whole curriculum. We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means to learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

The EAL department – Senior School

For students whose first language is not English, the EAL department provides courses to develop English language skills and communicative ability. Through structured course content students are assisted in both skills and language development. The aims of the department are to enhance the students' language proficiency and build confidence to help them achieve both academic and social success in an English-speaking environment.

There is one EAL Coordinator and several teaching staff provide EAL support in all years. Beginners have the opportunity to sit Cambridge KET & PET examinations each year in March and June. If they attain PET level early enough they can then join a GCSE English class. In the sixth form students attend an IELTS preparation course leading to the IELTS exam, an essential qualification in the students' university application process. Some may also opt to do an AS English Language course.

As far as possible, EAL lessons take place within the regular timetable. However, due to timetable constraints some lessons take place during tutor periods, at lunch times and for the sixth form on Saturday mornings.

Assessment of Needs

International students usually apply for places directly to the school or they use an educational agency. Students are asked to take an English free writing task in order that we can place them on a course when they arrive at the school. Further assessments are made on arrival at the school. All students are asked to provide the most recent school

reprots. The placement tests are sat prior to the start of the autumn term during the students' induction programme and consist of a short interview with an EAL member of staff, to assess oral communicative ability, and a short essay, to assess writing skills and written communicative ability.

Student needs are continually monitored with regular discussions on student progress within the department. Feedback from subject teachers, tutors and boarding staff is also requested to flag any students who may be struggling and to inform EAL provision.

In addition, students sit more formal, internal English examinations to monitor attainment. Combined with teacher assessment, these results highlight students capable of transferring to the GCSE English or mainstream English programme.

Teaching and Learning

We aim to keep class sizes small and grouped according to ability to best meet the needs of our students. As a result we hope to encourage a relaxed and friendly learning environment where students can grow in confidence, where mistakes are accepted and viewed as an essential stage in language acquisition and where relationships can be built that allow students to feel comfortable expressing themselves in English and exploring the communicative possibilities of the language.

EAL lessons aim to be engaging and interactive. Topics are chosen that aim to appeal to teens and a variety of activities are selected within a lesson to maintain pace and meet the needs of differing learning styles within the groups. Each year group follows a course book, which is supplemented with additional material. Years 7 to 13 are also encouraged to read through the study of a set text. A typical lesson would comprise whole group discussions, pair work and individual work.

Emphasis is on the phrasal nature of the English language, so in our approach to teaching EAL, students are encouraged to study natural phrases and collocations presented in context. We aim to teach language in context often using reading texts as a stimulus (stories, magazine articles etc), which assists comprehension and communicates meaning more accurately.

Students receive regular feedback on their attainment and performance either orally and through whole class error correction or individually through written comments.

In addition to teaching English, we aim to enrich our students' cultural experiences here in England. The EAL department runs sightseeing trips to several cities in the North of England with many visits to historical and cultural buildings and landmarks. Students can also explore the more rural Lake District and involvement in the Duke of Edinburgh Award Scheme includes expeditions in this area.

This policy was revised in August 2017 and will be reviewed in August 2018.

N A Rice MA
Headteacher

