ABBOTSHOLME

AN EDUCATION FOR LIFE

EAL policy

The EAL department at Abbotsholme school aims to address the academic language needs of Abbotsholme students whose first language is not English. A core principle of the department is the fostering of warm, trusting and caring atmosphere.

We believe in a communicative language teaching approach (CLT) that celebrates and encourages autonomous student learning. The classroom is only part of the learning story. We will show that learning EAL can be creative, interesting and applicable across the entire curriculum. Our approach is influenced by the changing needs and expectations of the students. We will be aware of the benefits and principals of both generic and genre learning contexts, and we will apply the approach that is appropriate, practicable and achievable. Where possible, we will collaborate and work with academic colleagues to make sure our aims, approaches and goals align with their evolving aims, approaches and goals.

Unconscious Bias in the classroom

The EAL department gives consideration to features of unconscious bias that may exist by being prepared to recognise them, aiming to eliminate them and by being prepared to challenge work. Whether the bias is egocentric or confirmation, every effort will be made to respect the distribution of power, and avoid susceptibility through quick decision making.

Entry

Abbotsholme School policy expects a certain language level from those international students joining the school.

Entry Levels for International Students (CEFR)

Aged 11 – 14	Years 7,8,9	A2
Aged 14-16	Years 10 and 11	A2-B1
Aged 16-18	Years 12 – 13	B1/B2

Level Tests

It is the intention of the EAL department to conduct level tests within the first week of a new student's arrival. These results will then be assessed and recorded by the end of the student's second week.

The results of the tests will then be discussed within the department and with Admissions and the EAL department will advise on suitable grouping for the students within other subjects. The Deputy Head will make the final decision on this.

Courses

Our aim as a department, is for every EAL student to take an internationally recognised English Language qualification during their time here. For some of the examinations students may sit, there may be extra fees for attending such exams.

Cambridge English Language Assessment gauges that each level is reached with the following guided learning hours.

	Single Level	Total Learning hours
A2	180-200 hours	180 - 200 hours
B1	Approx 200 hours	350 - 400 hours
B2	Approx 200 hours	500 - 600 hours
C1	Appox 200 hours	700 - 800 hours
C2	Approx 400 hours	1,000 – 1,200 hours

Where entry level requirements are adhered to, the following is a guide to reasonable expectations for each year group.

	Entry Requirement	Expectation	Extended Expectation
Year 7	A1	KET	PET
Year 8	A1	KET	PET
Year 9	A1	KET	PET
Year 10	A2	PET	FCE
Year 11	A2/B1	PET	FCE
Year 10 + 11	A2/B1	IGCSE	
Year 12	IELTS (Band 5-7)		
Year 13	IELTS (Band 6-8)		

The EAL department is committed to remaining flexible regarding syllabi and courses. Where an exam course is not suitable, academic English and general English courses will be applied.

All students spending time in the EAL department will also study aspects of British culture and British values.

With consideration to short term pupils enrolled at the school, the EAL department must be willing to accommodate new students and changes to the timetable. Where possible, being pro-active and arranging extra lessons for students who require them.

The EAL department must also be willing to welcome students who arrive for taster days and work with the admissions department to ensure the best possible placement for these students according to their language ability.

Marking Policy

The EAL students should complete as much written work as is reasonable in order for the EAL department to keep track of each student's ability to communicate effectively in written English. This will be a manner of continuous assessment which should be recorded punctually and available to the school as a matter of interest for all those teaching the international students.

A minimum of one formal written assignment a week is recommended for all EAL groups. However, in classes that have an over-reliance on electronic translation devices and software, written assignments should be at the discretion of the EAL HOD in order to keep realistic control of what work the student is doing for themselves.

For exam classes, this should be supervised exam practice and level appropriate. Students should be familiar with exam style tasks and these should be used throughout the year to assess student progress.

Marking should be used as a tool for self-correction. Although some errors will be corrected directly by the teacher, the most significant errors should be highlighted as such, and the students will be expected to self-correct. This should be done in a purple pen, and teachers marking to be completed in red.

Teachers must regularly check work and ensure the students are aware when there are errors to correct. Clear expectations should be set out for error correction and what the department expects of the students when they do correct these errors.

Cross-Curricular Work

Although the current policy is for the EAL department to only teach EAL, the department should remain flexible and accommodate other subjects' needs. This can include helping the international students to understand key terminology used in these other subjects. The emphasis of this process is to help students direct their attention on self-correction and independent study, providing the students the tools to tackle new words in perhaps unfamiliar topics.

The departments requiring the assistance of EAL, should provide suitable material for these students, such as key word list, revision guides etc.

British Values in the EAL Department

The EAL department provides an ideal setting for the exploration and promotion of British values for international students. We also encourage the participation of British Abbotsholmians in our exploration of British values.

Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

The EAL department actively promotes British values by introducing elements of British lifestyle and understanding in EAL lessons. All the course books selected by the department contain elements of British culture and everyday life. Additional materials can be provided to support the main course content.

Elements covered by the EAL department typically include the UK legal system, the British understanding of morality, the UK's political system, the UK's religious diversity, the class system, the UK's education system, the Arts and traditions. Stories within the British press will be discussed in class, along with different viewpoints to promote the value of democracy. Students will be encouraged to share their viewpoints on different topics, these kinds of lessons and topics will be open to students in Y10 and above. Voting is also used in most classes as a decision-making tool, and students are encouraged to speak on topics of their own choice. We use this to underline the democratic nature of British society.

Respect for other cultures is promoted through our programme of 'culture exchange activities'. The aim of these activities is to generate interest in and to inform about the overseas students' cultures. Typical events for these are art-based projects, quizzes, presentations, class discussions.

Independent Learning Statement

One of the EAL Department's key strengths is the opportunity it provides for pupils to practise and hone their independent learning, in lesson time assignment time and in leisure time. Studying EAL in the UK is ideal for independent discovery and the wealth of resources available to the students should be a cornerstone of their own learning pattern. The Abbotsholme EAL department aims to create an authentic and genuine love for learning, with motivated pupils expanding their knowledge and skills through all available channels.

Independent Learning provides pupils with the opportunities and experiences necessary to become capable, self-reliant, self-motivated and life-long learners.