

# EAL Policy



**MOUNT**  
BARLBOROUGH HALL  
EDUCATING MEN AND WOMEN FOR OTHERS SINCE 1842

## ISI Regulatory Code – A2A

Policy written by – Rob Carey

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Approved by Compliance team -

Ratification from Governors –

This Policy is for Mount St. Mary's College

Linked Policies -

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## 1. Introduction

The college is committed to the development of the full potential of each individual pupil. International students enrich our school community through the diversity of culture and experience that they bring. In providing for international pupils for whom English is an additional language the college has to balance the needs of the individual against those of the whole community. Pupils who attend the college will need to be able to undertake an academic curriculum and work independently, even if they are receiving additional support.

## 2. Purpose

The purpose of this policy is to ensure that pupils and prospective pupils are not treated less favourably than others and sets out the steps that the college takes to ensure that they receive appropriate support to ensure that they are able to benefit fully from their education in the college.

## 3. Admissions Standards

International students for whom English is an additional language will take the online entrance test (adaptive, Cambridge accredited) as part of the registration process. Applicants must supply details of previous education and a report from their present school.

Mount St Mary's College is academically non-selective and fully inclusive. It is understood, however, that in order to function within a 'total immersion language acquisition' model - and to access the mainstream curriculum - international students will require as a minimum:

For entry into Y7-9: CEFR level A1

For entry into Y10-11: CEFR level A2

For entry into Y12-13: CEFR level B1

## 4. Specific Aims for International Students

In addition to the school's aims for all its pupils, we set out to create an environment in which our international students may:

- improve their English language skills in order to enable them to make progress in their other subjects
- gain an internationally recognised English language qualification
- gain an understanding of English culture and heritage

## 5. Provision for International Students

Whilst the college remains an English school, it acknowledges that for international students to gain the very best from the opportunities that it offers, it must make those opportunities easily available to international students.

## 6. International Student Induction

International students who are new to the college in September are invited to arrive at the college two days before other students. This enables them to meet many of their teachers and to be shown around the college. Senior students will help them familiarise themselves with the layout of the school and the names of the places in the school. The school rules are explained so that all students know what is expected of them. They will also be helped to buy any uniform they need and shown some of the local area. There is a social programme during these two days.

At the end of this period, they will know each other, their staff and how to find their way around school, ready for the start of term.

## 7. English Language Assessment

At the beginning of term, all new international students will undertake further English language testing. We expect to be able to determine their level of English from the MSM College English language entry exam and the reference supplied, therefore this is a check of that process and an opportunity to confirm each student's requirements. English as an Additional Language tuition is charged to students at the prevailing rate (details available from the bursar).

## 8. EAL Teaching

The school employs specialist EAL teachers and provides specific EAL lessons for international students for whom English is an additional language. Classes are small and taught in dedicated facilities. The curriculum followed has three specific aims:

1. To develop conversational language to enable students to communicate in their daily lives
2. To develop academic language skills to enable them to access the curriculum
3. To prepare them for the appropriate EAL exam(s). These may be:

Cambridge Suite:

KET – Key English Test: Level 1 (CEFR A2, NQF Entry 2)

PET – Preliminary English Test: Level 2 (CEFR B1, NQF Entry 3)

FCE – First Certificate in English: Level 3 (CEFR B2, NQF 1)

CAE – Certificate in Advanced English: Level 4 (CEFR C1, NQF 2)

CPE – Certificate of Proficiency in English: Level 5 (CEFR C2, NQF 3)

and/or:

IELTS – International English Language Testing System

(principally students in the Sixth Form, preparing for university entrance)

## 9. EAL Support in Lessons

Non-specialist teachers will provide for international students in their teaching, by use of differentiated material, glossaries of technical words and individual attention.

## 10. EAL Support for Homework

All students may ask for support with their homework from the staff on duty in the boarding houses. These staff are trained teachers/assistants who will know pupils well and also know the English curriculum and examination system.