



## **Our Mission Statement – the reason our College exists**

### **“Learning & Growing in the Light of the Gospel”**

*With Christ at the centre of our learning, we:*

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

## **Our Vision Statement – the long-term change resulting from our work**

### ***‘Encouraging Big Ideas’***

*Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.*

**ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**  
**This policy has been written for all three sections of the School**

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### **Rationale**

- To ensure, as far as possible, that students for whom English is an additional language are integrated into the school community and are able to make progress comparable to other students of similar ability.
- To support students in preparing their English for University entrance and enable them to gain globally recognised EAL qualifications.

### **Aims**

- All EAL students should be able to:
  - use English confidently and competently for social and academic purposes
  - use English as a means of learning across the curriculum
  - make progress which is comparable to that of other students.
- To assist the integration of EAL students into the school community.
- To inform staff of the needs of students for whom English is an Additional Language and of their English level to enable staff to track their progress in relation to their ability.
- To support teachers in structuring lessons appropriately and using language in ways that support and stimulate development in English to meet the specific needs of students learning English as an Additional Language.
- To enable EAL students to acquire the necessary qualifications for access to U.K. universities, if appropriate.
- To enable all EAL students to gain a Cambridge English qualification.

### **Responsibilities**

#### ***Admissions***

- To collect information from parents of prospective and new students with regard to English as an Additional Language and alert the Senior Deputy Head (Academic), the EAL Co-ordinator and, for younger children, the Head of the Preparatory School and the Head of Nursery. This information would include, amongst other details, the student's first language and their predominant language of education.
- To collect information for the Senior Deputy Head with regard to student performance in Public Examinations and/or prior attainment, which may include level of English.
- To ensure the EAL entrance papers (Password Test) are sent for completion to all EAL applicants.
- To send through IELTS Test Report Forms and Cambridge English examination certificates to the EAL Co-ordinator for verification, if relevant.
- To ensure the English requirements for entry are adhered to as far as possible.

#### ***The Senior Deputy Head (Academic)***

- To review the progress of EAL students with the EAL Co-ordinator and with the Head of the Preparatory School and the Head of Nursery, where appropriate.
- To inform parents of the EAL provision.
- To consult with the EAL Co-ordinator regarding new students to the school.
- To discuss EAL matters/requirements with parents or guardians as appropriate.

### ***The English as an Additional Language Co-ordinator***

- To ensure that children for whom English is an additional language are recorded on the EAL register.
- To conduct a baseline assessment of the proficiency in English of students who receive EAL support, during their first half term at Ratcliffe.
- To review the progress of students for whom English is an additional language.
- To provide information to Heads of Department, Housemaster/Housemistress and Heads of Year on individual students' strengths and areas for development relating to the English language, when requested.
- To advise Heads of Department of strategies to support EAL students.
- To ensure information on the Class Charts register informing teachers about individual students' language ability, needs and general support strategies is up to date.
- To carry out termly assessments of English proficiency as appropriate.
- To inform the Senior Deputy Head (Academic) of matters relating to provision.
- To make referrals to the SEND Co-ordinator of EAL students for assessment of special educational needs where the student is not making the expected progress.
- To liaise with the Examinations Officer about entry to Public Examinations for EAL qualifications.
- To liaise with the Examinations Officer regarding access arrangements as stipulated in the JCQ documentation. The Examinations Officer will thereby ensure that appropriate arrangements are made where students are entitled to concessions for Public Examinations.
- To enter students into the Cambridge English examinations appropriate to their level of English.
- To contact parents/guardians regarding IELTS entries.
- To monitor the effectiveness of overall provision.
- To liaise with the Head of Nursery and the SEND co-ordinator of the Preparatory School to ensure that younger EAL pupils' needs are identified and supported.

### ***Heads of Department***

- To ensure that matters regarding students for whom English is an additional language are on departmental agendas at least once every half-term.
- To ensure that the department has a policy for supporting students for whom English is an additional language.
- To ensure that a new teacher is briefed regarding any child being taught for whom English is an additional language, where there are changes of teacher within an academic year.
- To make the EAL Co-ordinator aware of students who appear not to be making the expected progress and of the strategies which are being implemented within the department to address the situation, using the EAL referral form (Appendix 1) or via email.
- To provide subject teachers with information regarding EAL students.
- To advise subject teachers on strategies to support EAL students.
- To monitor the progress of EAL students.

### ***Subject teachers***

- To appreciate that all teachers contribute to the teaching of effective spoken and written English, which should be embedded in the teaching and learning of subject content.
- To familiarise themselves with the information on the EAL register and to record (in whatever way is most appropriate) those students they teach for whom English is an additional language.
- To ensure that students are supported in the use and understanding of subject specific vocabulary.
- To ensure that scaffolding is used, as appropriate, and in line with the departmental policy, in order to allow children for whom English is an additional language greater access to subject matter.

- To follow the suggested strategies, where possible, indicated on the register and in the staff information booklet, as well as to explore and try to implement strategies shared in the 'Think EAL Thursdays' publication.
- To discuss with Heads of Department any child causing concern due to a lack of expected progress.

### ***The Deputy Head (Pastoral)***

- To ensure that issues regarding EAL are on the agenda for the Pastoral meeting at least once every half-term.
- To ensure that Housemaster/Housemistress and Heads of Year monitor the progress of students for whom English is an additional language from the pastoral perspective, especially in terms of integration into the school community.
- To review the progress of students for whom English is an additional language.
- To consult with the EAL Co-ordinator regarding referrals as appropriate.

### ***Housemaster/Housemistress & Heads of Year***

- To familiarise themselves with the information on the EAL register and to record (in whatever way is most appropriate) those students for whom English is an additional language.
- To monitor the progress of students.
- To advise tutors of strategies to support the progress of students for whom English is an additional language, from the pastoral perspective.
- To support the integration of boarders into the boarding community.
- To encourage participation in co-curricular activities at evenings and weekends.
- To refer to the EAL Co-ordinator students who are causing concern.

### ***Form Tutors***

- To familiarise themselves with the information on the EAL register and to record (in whatever way is most appropriate) those students in their tutor group for whom English is an additional language.
- To use feedback from subject teachers to monitor progress and inform consultation with Heads of Year wherever there are concerns.
- To be pro-active in encouraging the progress of students for whom they have a pastoral responsibility, especially in terms of integration into the school community.
- To encourage participation in co-curricular activities.

### **Implementation:**

- Students for whom English is an additional language will no longer be asked to sit the general entrance examination in English. Instead, they will write an EAL entrance examination provided by Password English Language Testing Ltd. The English requirements for entry on the Password examination are:

<b>Recommended Password Levels</b>	
<b>Year 7</b>	3.0 or higher
<b>Year 8</b>	3.5 or higher
<b>Year 9</b>	4.0 or higher
<b>Year 10</b>	4.5 or higher
<b>Year 12</b>	5.5 or higher

It should be noted these are guidelines only and the Headmaster will have the final decision on student entry.

- Students also undergo a baseline assessment of their proficiency in English in their first half term.
- A detailed register of all EAL students is kept which includes the students' English level. Attached to this register are general strategies for supporting a student. This register is published on the Staff Shared Google Drive.
- Assessment of English proficiency is carried out each term, or as appropriate.
- A copy of all school reports and studies assessments or target sheets (Preparatory School) for EAL students is given to the EAL Co-ordinator or accessed via SIMS, as appropriate.
- Progress of EAL students is monitored through a review of studies assessments, examination results and school reports, as well as through progress made within EAL lessons.
- EAL students receive support through curriculum subjects to develop the four skills (Reading, Writing, Speaking and Listening).
- EAL pupils in the Nursery are supported when they choose to use their home language at school either in lessons or in free play.
- Specialist tuition is available to all students. Students usually take EAL in place of the subjects listed below:

<b>Year Group</b>	<b>Provision</b>	<b>No of lessons per fortnight.</b>
Year 7	EAL lessons replace one MFL or Latin	4
Year 8	EAL lessons replace one MFL or Latin	4
Year 9	EAL appears in the Modern Foreign Language block	6
Year 10	EAL appears in the Modern Foreign Language block	6
Year 11	EAL appears in the Modern Foreign Language block	6
Year 12 & 13	EAL lessons take place during students' study periods	4

- The decision to offer an amended curriculum follows discussion between the Senior Deputy Head (Academic), the EAL Co-ordinator and in consultation with parents/guardians.
- All departments have a written policy on how they support the specific needs of students for whom English is an additional language.
- A list of keywords, for each main topic, in every year group, is provided by each department.
- The effectiveness of overall provision is monitored through a regular review of samples of students' work and discussion with the students. A review of individual studies grades and reports also provides information in this respect.
- In Years 9 to 11, an additional focus of EAL lessons is to support their progress in their GCSE subjects, but in particular English, to help the students obtain the much-needed grade 4.
- All students will be entered to sit a Cambridge English Language Assessment examination or IELTS test before the end of each academic year. The student is entered at the level for which they are deemed to be proficient, unless they have already gained the qualification at this level.
- The students follow the appropriate examination course throughout the year:
  - Year 7 students follow the A2 Key for Schools course. Students are only entered if it is felt they are ready for the examination. If they are not, consideration is given for entry to the next examination session.
  - In Year 8 the B1 Preliminary for Schools course is followed. At the end of Year 8, there is the chance of re-taking the A2 Key for Schools examination or taking the B1 Preliminary for Schools examination.
  - In Year 9, the B2 First for Schools course is introduced to those who have obtained the B1 qualification. At the end of Year 9, students can re-take the B1 Preliminary for Schools examination or be entered for the first time. Again, students are entered only if they are at the correct proficiency level.

- In Year 10 the B2 First for Schools course is followed, with the opportunity of writing the examination towards the end of the year.
- In Year 11 the C1 Advanced course is started, if students have advanced sufficiently. Otherwise, the B2 First for Schools course is continued with the chance of writing either examination towards the end of the Spring Term or early in the Summer Term.
- In Year 12 the IELTS preparation course is followed or the C1 Advanced course is continued. Most foreign students, for whom English is an additional language, wanting to attend an English University, need to obtain an IELTS or C1 Advanced qualification.
- Year 13 students have the opportunity of re-taking the IELTS examination, if necessary. Additionally, the C1 Advanced or C2 Proficiency courses are followed with the aim of achieving an A on the C1 Advanced, or any grade on the C2 Proficiency, allowing the student to gain extra UCAS points.

### **Monitoring**

The Senior Deputy Head (Academic) and the EAL Co-ordinator are responsible for monitoring the implementation of the policy through discussion with students and sampling their work, and with Heads of Department.

### **Links to Other Policies**

Assessment Policy  
 Boarding Policy  
 Curriculum Policy  
 Differentiation Policy  
 English Requirements for Overseas Students Policy  
 Equal Opportunities Policy  
 Pastoral Care Policy  
 Reporting Policy  
 School Development Plan  
 Special Educational Needs Policy

Details of this policy are published in the Senior School Information Handbook for parents.

### **Review**

The English as an Additional Language Policy is reviewed annually by the EAL Co-ordinator.

Latest review – This policy was last reviewed by the EAL Co-ordinator, Senior Deputy Head and Head of Preparatory School, Sept 2024.