



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

“Strength of Mind, Strength of Values, Strength of Purpose”

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet....’ rather than a ‘can’t do....’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Charitas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive 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

Author: K Ryce/ M Reeves	Receiver: Teaching staff
Review Date: July 2021	Next Review: July 2022

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

The Registrar

- 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.
- 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 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.
- To ensure the English Requirements for Overseas Students Policy is 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 students' proficiency in English, 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 produce information sheets informing teachers about individual students' language ability, needs and support strategies.
- 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, having gained permission from parents/guardians.
- 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.
- To prepare and mark EAL entrance examinations, giving feedback to the Registrar.
- To verify IELTS Test Report Forms and Cambridge English Certificates and advise on the perceived ability of the applicant to cope in the Year group for which the application is being made.

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 differentiation 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 'purple' individual student profile sheets and in the staff information booklet.

- 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 at the level recommended for entry to their chosen year group. Alternatively, they should provide a valid IELTS Test Report Form (Sixth Form entry only) or a Cambridge English Language Assessment certificate.

The English requirements for entry are as follows:

External Examinations	6th form entry	Years 10-11 Entry	Years 9 Entry	Years 8 Entry	Years 7 Entry
IELTS	IELTS 5.5 Nothing less than 5 in an individual skill.	N/A	N/A	N/A	N/A
Cambridge English (CEFR Level)	B2	B1 With merit (Grade B or above)	B1	A2 With merit (Grade B or above)	A2

- 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 categorisation of the students' ability based on the four skills of Reading, Writing, Speaking and Listening. Attached to this register are general strategies for supporting a student within each category. 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 offered to students in Years 7-13, as part of the boarding fee. Students usually take EAL in place of the subjects listed below:

Year Group	Provision	No of lessons per fortnight.
Year 7	EAL lessons replace one MFL or Latin	4
Year 8	EAL lessons replace one MFL or Latin	4
Year 9	EAL lessons replace MFL or Latin	4
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 10 and 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 and 9 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. 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 9, the B2 First for Schools course is introduced to those who have obtained the B1 qualification. This is achieved by differentiation of work.

- 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.
- 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.
- A Development Plan is produced annually.

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, July 2021.