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1.Rationale

According to the Department for Education, speakers of English as an Additional Language (EAL) are defined as 'anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community.' At Brookes UK, the majority of our International boarding pupils fall into this category and hence are classed as EAL pupils. As a result, pupils may require adaptations to be made to the delivery of the content curriculum in order for it to be comprehensible and to ensure they make necessary progress in all areas of the curriculum.

2.Aims

Our main aim is for all EAL pupils to become confident in listening, speaking, reading and writing so that they are able to access the academic curriculum and communicate effectively within an academic setting. More specifically, the delivery of EAL at Brookes UK aims to allow all pupils to:

- develop all four skill areas: reading, writing, speaking and listening
- develop the language skills required for academic study
- reach an appropriate level of English proficiency to meet the linguistic demands of (i)GCSE study
- develop an appreciation and understanding of the way the English language works both systemically and functionally
- acquire the necessary academic vocabulary required to achieve success in a range of academic subject areas
- be prepared to sit either the iGCSE English as a Second Language or iGCSE English First Language;
- be linguistically competent in English to participate fully in all areas of school life: academic, social, cultural and spiritual.

This is achieved through specialist teaching across the curriculum, adapted by subject teachers to meet the needs of EAL learners, enabling pupils to acquire the academic language needed within their subject areas.

3.Key Principles

3.1 Language Competency

In the teaching of EAL within schools, there is a clear distinction between a pupil's Basic Interpersonal Communicative Skills (BICS), seen as the conversational fluency in a language and their Cognitive Academic Language Proficiency (CALP). This concept was first introduced by Cummins (1981) and refers to pupils' ability to understand and express concepts and ideas in both oral and written modes that are relevant to success in school.

In particular, attention has been drawn to the timelines and challenges second language learners encounter as they attempt to catch up with their peers in academic aspects of school language. It has been demonstrated that oral proficiency in a language can take three to five years to develop, whereas academic proficiency can take from four to seven years. To improve the language proficiency of pupils with a significantly lower level of English, additional one to one instruction may also need to be provided.

3.2 Whole-School Approach to Language Development

At Brookes UK we believe that all staff have a role to play in the language development of the EAL pupil; it is not simply the responsibility of the English department to teach English. Subject teachers, pastoral staff and support staff must all recognise the potential of their interactions with EAL pupils in terms of helping the EAL pupil to make progress in the English competency. Tutors and House Parents

have a specific role in ensuring that EAL pupils are encouraged to participate fully in the spiritual, social and cultural life of the School community.

3.3 Links between Proficiency at English and Enriched Experience at School

In order for EAL pupils to thrive, they must have the linguistic competency to access all aspects of their time at Brookes UK. This includes access to the curriculum, the co-curricular programme and social activities as well as access to sport, music and opportunities to compete with others for example in House Competitions.

3.4 The Value of Multilingualism

Many languages coexist at Brookes UK and all are valued equally and are celebrated. Pupils who have a solid foundation in their Mother Tongue develop stronger literacy abilities in English. Research is also very clear about the importance of multilingual pupils' Mother Tongue for their overall personal and educational development, as well as maintaining their ability to communicate with friends and family back in their home country.

3.5 English and Mother Tongue Use

English is the principal language of Brookes UK. While multilingualism and mother-tongue languages are highly valued, English is our primary language of communication and instruction and we are committed to providing a high standard of communicating, teaching and learning in English. In the classroom, pupils are expected to communicate in English, while encouraged to seek support from dictionaries and other pupils of the same language; they are allowed to explain something to other pupils in their own language during lessons should the need arise.

Outside of class, pupils may choose to speak in their mother tongue in their leisure time. We promote intercultural awareness and respect by encouraging pupils to choose a language that includes whoever is present in the group, which can change moment by moment.

4. Assessment of English

4.1 Pre-Arrival Assessment and Admission Procedure

Prospective international pupils are assessed on application to the School (International English Language Testing System - IELTS or GL Assessment Standardised English Test). They may also have an interview with the Principal or the House Parents, either face-to-face or virtually. Pupils' English levels are then re-assessed on arrival at the School as well as regularly throughout the year.

4.2 Monitoring and Assessment

Pupils are monitored continually throughout the year through a mix of formative and summative assessment. Initial interview data, identifying a pupil's linguistic background and competence in other languages, pupils' previous educational and schooling experience and their family and biographical background are also provided to all teachers.

5. Teaching and Learning

Pupils who require additional language support are offered additional EAL support classes. EAL lessons offer more tailored provision focusing on the vocabulary and language skills required in other subject areas.

6. Subject Teacher Support

It is an expectation of all subject teachers within the School to adapt their lessons accordingly to the needs of EAL pupils. This includes using a variety of teaching strategies and techniques, and as a minimum all teachers are expected to:

- provide word lists and glossaries for all pupils at the start of a lesson/unit of work
- model and scaffold written answers in class by deconstructing sample answers showing how to plan, organise ideas and check work
- provide a language-rich environment within their classrooms with keyword and visual displays to aid pupils' acquisition and comprehension of content vocabulary
- correct pupils' written and spoken English with an emphasis on the accurate use of formal written academic English including spelling, punctuation and grammar
- highlight and make explicit the academic and subject specific vocabulary within their subjects, reinforcing the acquisition of vocabulary regularly
- encourage oracy within the classroom through the use of a range of strategies in order to give pupils maximum opportunities to practise and use the target language, including think, pair, share activities, for example
- grade and reduce the amount of 'teacher-talk' within lessons by giving clear, simple instructions one at a time, ensuring input is comprehensible to all pupils
- check pupils' understanding of instructions and concepts through targeted questioning
- anticipate and pre-teach vocabulary which pupils may not be able to access, when necessary

7. Promoting Social Integration

Tutors and teachers will develop opportunities in the class and in tutorials to build the EAL learners' confidence by fully participating in all areas of the classroom-based discussions, helping the EAL learners to develop their own voices and the value of their potential contribution at Brookes UK. It can be challenging for pupils who are not yet confident in their spoken English to participate fully in the co-curricular programme, especially when it involves participating in activities at Brookes UK where the majority of pupils are native speakers of English.

It is the role of the Tutor working alongside the House Parents to encourage EAL pupils to find an activity that helps them integrate with pupils from outside their own friendship group. Participation needs careful monitoring and following up to see if there are any ways to help the pupils make the most of their co-curricular experiences.

8. Promoting Cultural Awareness

International pupils are given opportunities to celebrate their linguistic and cultural heritage in all aspects of their life at School.

Examples of how these might be celebrated:

- encourage all staff to pronounce the names of pupils correctly
- use display spaces in the School and in the boarding houses to showcase pupils' cultural heritage
- celebrate world festivals and national days such as Mid-Autumn Moon Festival, Nowruz
- share stories from different cultures in English and Drama
- organise a multicultural film festival
- share music from around the world
- in the curriculum, use case studies and research about different cultures
- organise 'A Taste of...' evenings in the boarding houses, celebrating food and music from different cultures.