



## Cothill House Policy Documents

### **EaL / EFL**

*NMS for Boarding: 12.1*

Date: July 2018

Next review: summer 2019

#### **Introduction**

A Scheme of Work for delivering EFL (English as a Foreign Language) and EAL (English as an Additional Language) was created in 2015. This policy ties in with that Scheme.

Cothill has a number of international students (at any one time, there may be boys from France, Spain, Sweden, Russia, Ukraine, China, Hong Kong, Japan, Thailand & South Korea) and endeavours to provide them with an intensive introduction to the English language, which will allow integration & success in the school. We also aim to celebrate the diversity of the many cultures that exist in the school that bring a richness to our life together.

#### **Aims**

To enable the boys to be skilled users and communicators of the 'dynamic machine' of the English language.

To honour and respect the flavour, tinctures and individuality of a student's first language and cultural heritage.

#### **Objectives**

##### **The EAL / EFL Scheme seeks to:**

Support and equip boys with linguistic fluency and competence when English is not their first language.

Furnish boys with a set of linguistic structures that 'scaffold' the learning, supports their understanding and equips them to be skilled linguistic performers.

Equip boys across the curriculum with the tools of use and tools of analysis of English.

Promote boys' confidence in talking about and handling English.

Promote technical accuracy in spelling, punctuation, paragraphing and grammar.

Tie in with the English and Learning Support Departments' Schemes of Work.

#### **Procedures**

Boys at Cothill have different linguistic needs and priorities. We seek to define those needs on their arrival at Cothill. EAL students tend to fall into one of three categories:

1.

Students who are with us for just one or two terms who will often go on to take a robust Cambridge qualification, either Preliminary or First Certificate.

2.

Long term students who join us in 4s or 5s and intent on taking the C.E. in their final year. Our goal is maximum support to enable and facilitate full integration.

3.

Some boys who are extracted out of Latin or French for a period, who require an intensive extra English programme.

Boys generally are taught two extra English lessons a week, either on a one-to-one basis, or in small groups of two to five. Boys are generally withdrawn from various subjects on a rotation timetable across the week, or else are taught in form & rest times.

On arrival, all EAL boys are given rigorous assessment, in addition to their literacy screening, on Grammar and Syntax and the four language skills of reading, writing, speaking and listening.

According to National Curriculum guidelines, boys are then categorised according to these codes:

*A: New to English*

*B: Early acquisition*

*C: Developing competence*

*D: Competent*

*E: Fluent*