

## **St Edmund's School Canterbury**

### **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

This policy is concerned with bilingual learners for whom English is not their native tongue.

#### **Context**

Bilingual learners in St Edmund's come from a range of ethnic and cultural backgrounds. Their ability to function in English at an appropriate initial level is assessed prior to acceptance in the school. The school's objective is to support their learning through developing their linguistic competence, aural, oral and written, in the English language, in order to ensure that their educational achievements at the end of their course is commensurate with their ability, and is not compromised by difficulties in written or spoken English.

#### **Curriculum Arrangements**

All pupils in the fifth forms (L5, M5 and U5) for whom English is not their native language are directed to EAL lessons during the teaching block devoted to Modern Foreign Languages. This provides 5 lessons per week, delivered in a group context, in which English is studied formally. There is a charge for this additional support.

The requirement to take additional EAL lessons may be waived for those pupils who are confidently expected to gain a B grade or above in English at GCSE, this being the standard exemption made for University entrance.

Sixth Form pupils whose language skills fall below those expected from IELTS for entry to British Universities are directed towards individual or small-group EAL lessons to coincide on an individual basis with their study periods. Again, additional charges apply. They are expected to sit IELTS examinations. At the pupil's request, formal lessons may be discontinued once the appropriate IELTS standard has been reached.

It is expected that during the school's working day, pupils should use English as their medium of communication at all times. Out of school hours, the use of English is encouraged but not formally enforced.

All classroom teachers are expected to be aware of the challenges facing pupils working in English as a second or third language, and to differentiate their teaching accordingly.

J E Mander  
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