



Cothill House Policy Documents

EaL / EFL

NMS for Boarding: 12.1

Date: August 2021

Next review: summer 2022

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 and at any one time, there may be boys from France, Spain, Sweden, Russia, Ukraine, China, Hong Kong, Japan, Thailand & South Korea and other countries where English is not the first language. Cothill endeavours to provide these boys with intensive tuition in the English language, which will allow integration & success in the school and encourage them to be independent, autonomous learners. We also aim to celebrate the diversity and richness which these many cultures bring to our school life together, whilst at the same time, looking for common ground and crossover between languages.

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 and individuality of a student's first language and cultural heritage, and use that to help their acquisition and apprehension of English.

Objectives

The EAL / EFL Scheme seeks to:

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

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

Equip boys across the curriculum with the tools of use and 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 and most boys tend to fall into one of three categories:

1. EFL - English as a Foreign Language

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

2. EAL - English as an Additional Language

Most boys join us in Year 4 or 5 and are intent on taking C.E. in Year 8 and going on to English senior schools. Our goal is to enable and facilitate full integration and place these boys on that trajectory. We will assess a boy's linguistic EAL profile with the view to them sitting the senior school's ISEB and other pre-tests in year 6 or 7 and to prepare them accordingly. This can frequently be a challenge in the time available, if a boy arrives later than the start of Year 5.

Where applicable, we will apply for boys with EAL needs to be given extra time in either senior school pre-tests or Common Entrance exams, in accordance with ISEB rules, if they have been learning in the medium of English for less than three years.

Boys generally are offered 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 a term, 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 the DfE codes, which offer us a benchmark to then maximise progress:

A: New to English

B: Early acquisition

C: Developing competence

D: Competent

E: Fluent

3. Intensive EAL Support

Some boys who arrive late in Year 5 or at the start of Year 6, are extracted out of Latin or French for a period and may require an intensive extra English programme.

4. Measures of Progress

As with other Learning Support boys, progress is measured through improvements in screening scores, exam and test results, Pre-test results and feedback from the boys themselves, their teachers and families. Many boys who have received EAL support go on to gain places and even scholarships to top senior schools.