

Haileybury EAL policy

Haileybury has a significant proportion of pupils who have international origins and, as such, welcomes a considerable number of pupils for whom English is not their first language.

Aims

1. To support the educational needs and aspirations of pupils for whom English is not the first language
2. To assess their abilities on entry and to monitor their progress as they move through the school
3. To help these pupils develop their reading, writing and listening skills in English
4. Where appropriate, to allow them to gain a qualification in English as an additional language at the GCSE stage and thus to be able to gain admission to UK universities and employment.

Screening

Those pupils for whom English is not their first language will almost always come to the school having taken Haileybury Entrance tests rather than either Common Entrance (CE) or the joint scholarship examinations.

Haileybury Entrance tests encompass assessment in English, Mathematics, Verbal and Non-Verbal Reasoning. The Non Verbal Reasoning Test is used for those pupils for whom English is a second language, as a better indicator of their underlying ability than the Verbal Reasoning Test.

An English test designed for those whose first language is not English is set to candidates from overseas where their previous education has not been in English. The English tests are marked by the Head of English and he will offer opinion as to whether a candidate for entrance should have additional support through EAL classes or individual lessons.

Pupils who have weak English, but who might be talented at mathematics and have a good Non Verbal Reasoning score may gain entry to the school, especially at the Sixth Form level.

The Registry team will pick up such pupils and will notify their parents that they need extra help in English and that, at Haileybury, such extra help is a paid extra. Together with the HMs, the Registry team will pass the names of such pupils to the Head of EAL.

Provision

Haileybury has three categories of provision for those pupils whose first language is not English.

1. Younger boys and girls, in Years 9 - 11, who have weak English and who

have no background in the study of a Modern Foreign Language will not attend lessons in MFL, but will, instead, take classes in EAL. These classes lead towards a GCSE qualification in EAL, to be taken at the end of Year 11 (the Fifth Form)

2. Some pupils for whom English is not the first language will be given additional one-to-one support in English. The Head of EAL will deliver many of these lessons and he is supported in doing so by two (?) part-time teachers. These lessons are charged as an extra to parents.
3. A larger number of pupils for whom English is not the first language attend lessons across the Haileybury curriculum and take regular I/GCSE examinations at 16+ and proceed to IB or AS/A2 examinations in the usual way. Their exposure to English through their classroom experiences -the need to read, write and listen in English - as well as their social interaction with other pupils provides sufficient development for their English and, in many cases, results in their skills increasing to the extent that they become fluent in this additional language.

Access arrangements in public examinations

For many of those pupils who will be taking the IB, AS/A2 and I/GCSE, Access Arrangements are secured by the Head of EAL in advance of the relevant public examinations.

Typically these are the use of translating dictionaries in appropriate examinations and extra time allowances of either 10% or 25%. Pupils who have these allowances and extra access arrangements are identified by the Head of EAL and are logged as such on the EAL register in J/Staff/EAL.

The crucial qualifying factor in the granting of access arrangements for examinations is the length of time for which a pupil has been educated at a school where English is the medium of instruction.

Monitoring of progress

The Head of EAL sets examinations for those pupils who have EAL classes in Years 9 - 11. The results of these examinations are recorded on the school's database and they also feature in reports to parents.

The Head of EAL and the HMs are in close touch over the progress of pupils who take extra lessons in EAL and will mutually discuss and decide whether the amount of support given is appropriate or should be increased or diminished. Where parents are paying for this support, they will be involved in this discussion.

Support of EAL pupils within mainstream classes

Pupils who receive support for EAL are able to take their work from other subjects to EAL sessions to ask for help and advice. Departments are encouraged to review their provision for EAL pupils. Help provided as a result of such reviews might include glossaries of subject specific terminology, the provision of simpler text in order to build a pupil's confidence or one-to-one guidance of a pupil about a particular task in order to check understanding.

Last reviewed: May 2011