



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The EAL department teaches English of all levels to overseas pupils whose first language is other than English. As well as providing our pupils with language skills for life, we prepare them for university through the IGCSE and IELTS examinations (see below). To support pupils studying for examinations in other subjects, EAL staff liaise with relevant departments and assist pupils with their English as appropriate.

The EAL department aims to:

- prepare EAL pupils for success in appropriate English qualifications according to ability and Further/Higher Education requirements;
- provide a programme of EAL support for pupils working towards their GCSE or A Level examinations;
- ensure that overseas pupils settle happily into their new environment, and to assist other members of staff to monitor their welfare.

Flexible timetabling is structured according to the needs of individuals. The need for EAL classes will be determined at the Admissions stage (see below); further testing may be carried out upon arrival to allocate pupils to an appropriate EAL group. We try to cater for individual needs, learning styles and cultural backgrounds. Tuition is in small groups and, when necessary, one-to-one support lessons.

EAL ADMISSIONS POLICY

Pupils must have a good level of written and spoken English in order to cope with the academic and social demands of Millfield School. Therefore, applicants whose first language is not English will follow the procedures below.

Year 9 and 10 applicants: UK-based candidates will be required to attend for CEM Select assessment and interview at Millfield, where possible with the Head of EAL or a member of the EAL Department. They will also complete the Millfield English Language Test. Candidates based overseas will have a 'Skype' interview if they are unable to attend for interview at Millfield. They will also be required to sit the UKiset assessment at a registered centre.

Sixth Form Applicants: UK-based candidates will be required to attend for CEM Select assessment and interview at Millfield, where possible with the Head of EAL or a member of the EAL department. Candidates based overseas will have a 'Skype' interview if they are unable to attend for interview at Millfield. Overseas candidates who are not taking GCSE/IGCSE will sit UKiset assessment at a registered centre.

All non-first language candidates have an interview with a member of the EAL department in all possible circumstances. As part of the interview a template giving guidance on English levels from CEFR A2 through to CEFR C1 should be used. This interview may be carried out via 'Skype' for overseas candidates.

The relevant Millfield English Language Test will also be taken by candidates attending for interview and assessment at Millfield. The Millfield English Language Test will not be required for those candidates who are taking UKiset overseas.

Where appropriate (as determined by the Head of the EAL department), English language tuition (EAL) will be arranged as part of a pupil's normal academic programme. However, depending on the pupil's needs, it may be necessary to drop one (or more) subject(s) to accommodate this. Any new overseas pupils joining the L6, who are not in possession of at least a C grade in GCSE English (or an equivalent recognised qualification), will need to take the IELTS, or IGCSE exam before applying to university; this should be allowed for when subject choices are made.

EAL TRANSFER FROM MILLFIELD PREP SCHOOL TO MILLFIELD

All pupil transfers from Millfield Prep School (MPS) to Millfield are subject to the conditions and arrangements set out in the 'Millfield Prep School to Millfield Transfer Policy'.

Transfer from Millfield Prep School, at the end of Year 8, to Millfield is normally automatic, subject to satisfactory assessment (academic, social, emotional, behavioural) during Year 7. A final recommendation is required from the Head of MPS, before the end of the Spring Term of Year 8; this confirms that no significant academic, social, emotional or behavioural concerns have emerged in Year 8, subsequent to the Year 7 assessments.

Underpinning these transfer arrangements is the desire to:

- facilitate the timely identification of pupils who might be unable to access the academic curriculum at Millfield, after any reasonable adjustments are made;
- allow sufficient time to consult with parents regarding an alternative, and more appropriate, educational placement after the completion of Year 8 at Millfield Prep School.

All Year 7 pupils will be assessed during the first half of the autumn term to establish their ability to access the academic curriculum at Millfield. This assessment will apply equally to pupils that may have previously indicated (either formally or informally) that they do not intend to progress from Millfield Prep School to Millfield. Any reasonable adjustments that might be required to facilitate this access will be considered as part of this process.

EAL pupils should demonstrate, in formal assessments:

- a) By the summer term of Year 7, an ability equating to the CFER 'Threshold' level A2.
- b) By the autumn term of Year 8, a satisfactory level in the Millfield Senior School English Language Placement Test for Year 9 Entrance. Where a (50%) pass is in doubt, or if a recent arrival with only an elementary level of English, the Heads of EAL at the Senior and Prep Schools will arrange a formal test and/or interview of the candidate. The current level of ability, rate of progress and likely future achievement will all be considered. Crucial in this is the pupil's attitude and work ethic.

Any concerns will be relayed to the pupil's parents as early as possible. Please note:

- Formal tests conducted overseas should be administered by an approved invigilator;
- All new pupils deemed at the admissions stage to have an EAL need are re-assessed on arrival at Millfield; Millfield reserves the right to refuse entry in cases of serious discrepancy between the two test results;
- Any pupil applying for entry to Millfield Prep School in Year 8 will be similarly assessed, and parents advised, in line with the school's terms and conditions;
- Offers might stipulate a reduced academic programme (to accommodate extra EAL support) as a requirement for entry.

EAL SUPPORT AND QUALIFICATIONS

Academically, the primary EAL brief is to enable pupils to develop their English to a level of competency that allows them to access the academic curriculum and to acquire the necessary grades in an appropriate qualification for university entrance. This can entail providing support in the HE admissions process, encouraging pupils to make use of Careers department expertise and offering assistance with UCAS personal statements. Interview practice is also provided when appropriate.

EAL support is also often given to enable pupils to overcome the specific challenges posed by their academic subjects, ranging from vocabulary acquisition to reading comprehension and essay writing. Additional academic and pastoral support is given, in liaison with the Learning Support Centre, to pupils with combined EAL and Additional Educational Needs.

a) Years 9/10/11

EAL lessons are provided in parallel with the standard (GCSE) English programme. Extra support is available in what would normally be language lesson times; pupils who are particularly weak in English arrange to drop a Modern Foreign Language (MFL) in order to take additional EAL instead. This is discussed and agreed with the senior tutor.

Occasionally, and under exceptional circumstances, pupils may also drop an option subject in order to receive extra EAL; this is subject to discussion with the senior tutor and approval by Deputy Head (Academic).

Pupils are typically prepared for the Cambridge ESOL exams at CEFR B1 in Year 9 (PET), B2 in Year 10 (FCE) as well as the IGCSE English as a Second Language Exam in Year 11. The International GCSE (IGCSE) in English as a Second Language is better suited to many overseas pupils than the standard GCSE in English as it has no coursework and no expectation of literary background or knowledge of British culture. A grade C pass suffices for entry into many courses at the majority of British universities (though see also below, under Sixth Form). The IGCSE programme prepares pupils for the exam at the end of year 11 which includes modules in Listening, Reading, Writing and Speaking through a short interview. A grade B is the desired grade as an indicator that no further EAL is required in the Sixth form.

More detailed curricular information is available within the EAL Department Handbook and Schemes of Work.

c) Sixth Form

Pupils joining Millfield for the Sixth Form will be assessed at the Admissions stage and will be informed if they need to attend EAL classes or not. This decision will be based on their test results and interview with a member of the EAL department (see EAL Admissions Policy above).

The 'standard' three AS/A level programme (or equivalent) in the Lower and Upper Sixth allows for EAL classes to be timetabled in the free option block. Pupils deemed to have an appropriate level of English can choose a fourth AS Subject (or equivalent) to be chosen; for identified EAL pupils, this must be done through the senior tutor in discussion with the Head of EAL.

Sixth Form pupils have the opportunity of taking both the IGCSE and, if needed, the IELTS (International English Language Testing System) examination. This latter qualification for international students is recognised by all British, Australian and many US universities. Some universities insist on the IELTS, as opposed to other qualifications. The IELTS is marked on a 9 point scale, with 1 being very poor and 9 being expert user. Most British universities require 6.5

or 7.0*, depending on the nature of the course being undertaken. Pupils keen to extend their English language skills will also have the opportunity to present for the Cambridge CAE exam.

Some Sixth form pupils are able to join timetabled support sessions, usually for extra help with their English for specific subjects. The senior tutor is consulted and authorises timetable changes for pupils who take up this option. Sometimes pupils are referred directly to the EAL department by their group tutor or subject tutors for assessment.

Non-timetabled support is also available on a drop-in basis (often lunchtimes); this tends to be short-term for specific purposes in a given subject, help with coursework or an application (e.g. UCAS).

** Note: While some universities insist on a 6.5 in each of the examination modules (listening, reading, writing & speaking), some also accept IGCSE grade B. For this reason, pupils can be prepared for both examinations in the Sixth Form at Millfield.*

EAL MONITORING

Pupils listed within ISAMS as EAL are either 'EAL Taught' or 'EAL Monitored'. Throughout the academic year the EAL department takes a reactive stance over 'monitored' pupils unless alerted to particular issues; referrals can be triggered by a range of staff (e.g. subject tutors, GTs, STs, HPs). Where appropriate, an EAL assessment takes place and curricular alterations may follow with the agreement of the senior tutor. Cases where transfer to a timetabled arrangement are thought advisable are referred (usually by the senior tutor) to the parents for their approval/agreement.

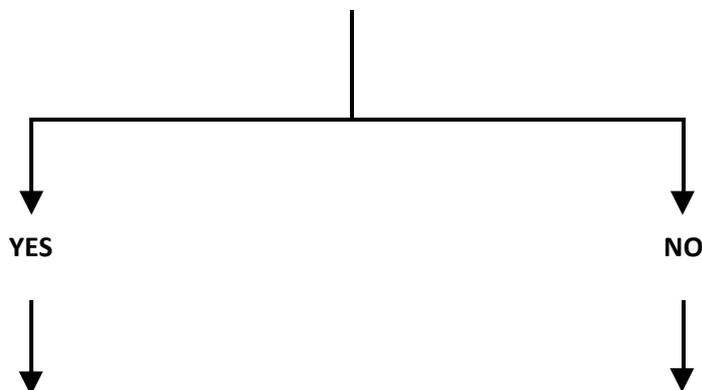
The Head of EAL becomes pro-active at the end of each academic year (and typically early in the summer term) by checking with group tutors and the English Department to ascertain whether there are any 'monitored' pupils in Year 9 or 10 (i.e. prospective Year 10 and 11 pupils for the next academic year) who should be transferring to EAL to take the IGCSE Second Language option rather than GCSE.

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IDENTIFICATION AND REFERRAL OF PUPILS WITH AN EAL NEED

Steps to take if you consider that a child may have an EAL requirement:

Is the pupil registered as 'EAL taught'?



Contact the pupil's designated EAL teacher to discuss support strategies for use in the subject classroom and to develop a plan for support in the EAL classroom.

NOTE

It is important that individual tutors identify which of the pupils within their teaching groups are on the 'EAL Taught'/'EAL Monitor' Register; this information can be found on iSAMS, within Pupil Manager.

If the pupil is registered as 'EAL Monitor' or does not show as having any EAL need on iSAMS:

Stage 1 (subject tutor):

1. Advise your HOD;
2. Discuss the pupil with your department's EAL Representative;
3. Employ additional classroom strategies for at least 3-4 weeks to help motivate the pupil concerned;
4. Keep a record of the effectiveness of any strategies used;
5. Advise the HoD EAL that this process is underway (for information only).



Stage 2 (subject tutor & HOD):

1. Consult further with your HoD and department's EAL Representative;
2. Complete an EAL Referral Form and return to the HoD EAL – this should be as detailed as possible so that the HoD EAL is able to effectively plan the next step for the student concerned.



Stage 3 (EAL Department):

1. HOD EAL arranges EAL testing;
2. Plan of action agreed & implemented;
3. HoD EAL informs all relevant people (GT, ST, HP, HOY).

PASTORAL CARE

The EAL Department has a special interest in the pastoral care of all overseas pupils and aims to help them to settle happily and smoothly into their new environment. Small class sizes, the flexibility of topic teaching and the need to practise oral expression lend themselves to a real personal involvement which exists between staff and pupils and a friendly, supportive atmosphere. The department encourages pupils to use its Self-Access resource during breaks and lunch times. A small, comfortable Pupil Common Room is also available.

EAL staff often form an important pastoral link in the communication network (HP, ST, GT, HoY) to ensure the welfare of overseas pupils. The central location of the EAL Cottage further supports our pastoral role and some pupils use it as a 'safe heaven' in their free time. This is particularly important for pupils who, especially at the start of their Millfield careers, may be homesick, disoriented or otherwise feeling vulnerable.

The booklet 'Welcoming Overseas Pupils' is designed to raise the awareness of teaching and boarding staff to some of the issues faced by pupils coping with a change of culture, and is available on the Intranet as well as being issued in hard copy to all departments. NQTs are given a session on supporting overseas pupils within their INSET programme.

More formally, the International Student Association exists to promote the interests of international pupils and aims to enrich the school by drawing upon and celebrating the cultural diversity within the student population. A number of events are organized during the school year, and it has become a tradition to organise an EAL Excursion to a local place of interest in the summer term.