



English as a Second Language (ESL) Policy

Policy number	BS027 / ISI 02a
Applies to	Whole School
Endorsed by	Head Master
Responsibility	Head Master
Date reviewed	March 2021
Next review	March 2022

Note: the School uses the acronym ESL; other institutions use EAL [English as an Additional Language]. For the purposes of this policy, the two are inter-changeable.

The School has an Upper School and a Prep School EAL Coordinator. In this policy, EAL Coordinator is used to refer to both roles.

Aims and Ethos of the School

Bedford School is an academically selective independent day and boarding school for boys aged 7 – 18. The school maintains a focus on high aspirations and expectations for young people with English as a second Language (ESL), and seeks to provide an education which will enable them to achieve their best, become confident individuals living fulfilling lives, and make successful transition into adulthood.

Pupils with ESL come from a wide variety of countries, often speak two or more languages and have English skills varying from pre-intermediate (A2) to advanced (C1). They bring a wealth of prior learning experiences and enrich the school with their diverse cultures.

The school aims to enable pupils with ESL to achieve their potential by adopting a whole school approach to supporting their learning. The pupils are supported in accessing the academic curriculum through the development of their subject specific academic English language skills through specialist language lessons ongoing liaison between teachers of ESL and the subject teachers.

In addition the ESL teachers also help pupils navigate their adjustment to life in the UK by building contacts with Boarding House masters, tutors and other key adults at school.

ASSESS - Assessment of ESL

Admission: Non-native speaking applicants sit an age appropriate examination prior to entry, conducted by the Director of Admissions. This test focuses on use of English, reading and writing (a spoken interview also forms part of the admissions process but is not assessed) and is used to determine the number of one to one or small group support lessons they would need to access the whole school curriculum.

On-going assessment: The development of their general English language skills is monitored continually through further testing and assessed activities. As pupils progress through the school, the number of EAL lessons each year usually decreases gradually, depending on progress made.

PLAN – Planning provision

Whole School: The ESL Coordinator reviews school tracking data with the Head of Academic Support and Year group leaders, to screen for ESL pupils in need of additional support. Action to address such need is identified and overseen by the ESL Coordinator.

Individual: The ESL Coordinator identifies individual classroom support strategies for ESL learners, and communicates them to all class teachers, via the school ISAMS SEN register, and on an individual basis, in response to specific requests.

Departmental: The EAL Coordinator liaises with Heads of Department to provide subject specific support strategies, which are reflected in lesson planning and schemes of work.

DO – Implementing Support

Types of support available: Pupils may attend between 1 and 4 ESL lessons per week (according to the results of the pre admission assessment, and academic progress thereafter), from Year 5 to U6th. Lessons are either individual or in small groups of up to ten pupils. In these ESL lessons, the ESL teachers carry out the following:

- Liaise with other members of the department and plan termly academic, and pastoral targets.
- Provide pupils with extensive practise in listening, speaking, reading and writing, and keep records of pupils' progress in the four skill areas.
- Extend and consolidate pupils' knowledge and use of grammar, vocabulary and pronunciation using a skills focused approach.
- Provide the linguistic support to enable pupils to succeed academically in GCSE, A level and IBD coursework and lessons.
- Encourage pupils to develop effective study habits and skills

In addition, some pupils follow the IGCSE ESL course (International General Certificate of Education, English as a Second Language) in Remove and 5th form, instead of GCSE English Language and Literature. The former provides pupils with an equivalent qualification to GCSE English Language and is recognised as meeting UK university entrance requirements. Pupils attend 6 IGCSE lessons a week. In these lessons the ESL teachers carry out the following:

- Teach the language skills necessary for the reading, writing, listening and speaking elements of the IGCSE examination.
- Develop the ability to use English effectively for the purpose of practical communication in a variety of second language situations.
- Form a sound base for the skills required for further study using English as a medium.
- Study literary texts and develop skills and language of literary criticism.
- Study academic texts and develop study skills for EAP (English for Academic Purposes).

Pupils in the 6th Form, in addition to the continuation of the various supports detailed above, are supported in the preparation for their A level and IBD examinations, and University study beyond. The ESL teachers carry out the following:

- Further develop EAP in all four language areas.
- Extend pupils essay writing practice.

- Build pupils' ability to be effective speakers, both in their contributions in lessons, and also as presenters.
- Assist pupils in becoming independent learners, looking ahead to undergraduate study.
- Prepare pupils for the International English Testing System (IELTS) and other language examinations necessary for University entrance in the major destinations.
- Provide support in the application process to University.

REVIEW – Monitoring Progress

Progress tracking and reporting: Progress in EAL pupils is monitored internally and reported to parents termly through the school reporting system. The school has a robust individual progress tracking and reporting system in place which is also used to track the progress of ESL pupils. The EAL Coordinator will also seek feedback from subject teachers and conduct observations of EAL pupils in a variety of lessons to further monitor development, which is reported to the Head of Academic Support.

The Head of Academic Support reviews school tracking data with the Deputy Head, Academic to monitor the progress of ESL pupils in relation to all other pupils, and the school Governors monitor whole school ESL provision through an annual report to the Academic Committee by the Head of Academic Support.

In-Service Training for Teachers: The EAL Coordinator provides INSET training on supporting EAL learners to new staff during induction, and identifies and circulates other useful resources. Wider staff skills have been audited, and subsequent and ongoing in service training has been arranged, including a whole school staff inset session on the role, relevance and teaching of subject specific academic language, small group training sessions on both academic and pastoral issues, involvement of the ESL Coordinator in the Teaching and Learning group, and the meeting with staff on request, by the ESL Coordinator to ensure all staff are able to employ effective differentiation strategies for ESL pupils. In addition, the promotion of awareness and understanding of cultural and linguistic differences and similarities within the school community and any implications in the support of the pupils they may have takes place on an ongoing basis.

Expertise in school: The Upper School EAL Coordinator holds an LTCL Trinity Dip TESOL teaching qualification. In addition there are 4 qualified and experienced ESL teachers in the department. The department is managed by the Head of Academic Support.

Parent/Guardian Involvement: Progress of ESL pupils is reported through the school's reporting system, and shared with parents and guardians who attend Parent consultation evenings by the ESL Coordinator. Parents and guardians are contacted by e mail should the need arise, and any communication made to the ESL Coordinator is answered promptly. All communications are shared with tutors and housemasters.

EAL Coordinator (Upper School):

David Dodgson

ddodgson@bedfordschool.org.uk

EAL Coordinator (Prep School):

Alex Gordon

agordon@bedfordschool.org.uk

Head of Academic Support:

Rachel Mellor

rmellor@bedfordschool.org.uk

ESL Advocate on Core Management team

Sam Baldock, Deputy Head Academic

sbaldock@bedfordschool.org.uk