



Ackworth School

Additional lessons, including Music, Learning Support and English as an Additional Language (EAL), including details of Pre A-Level courses

This policy is applicable to all Senior School pupils, including those in the EYFS.

The Ackworth School curriculum is academic in nature and aims to prepare students for successful achievement at A level. We do recognise, however, that the normal main school curriculum, while appropriate for the majority of our pupils, may not fully address the needs of some individuals. Wherever possible, we seek to offer additional help. Some of the cost of such help must, of necessity, be passed on to the parents of those accessing the extra support. At present, additional support is available for those for whom English is an additional language and for those who need Learning Support for a condition such as Dyslexia or Autism. Additionally, the School offers individual and group musical instrument lessons. All staff receive subject-specific support and guidance from the Head of English as an Additional Language (EAL) about how best to help those for whom English is not their primary language.

Extra Tuition

From time to time, private tutoring in curriculum subjects is requested by parents and the School endeavours to provide this as a service to assist parents and pupils. It is not always possible for the School to find the appropriate personnel to run such private tutoring. Any such lessons are chargeable.

Instrumental Music Lessons

Individual or Group Music lessons, except those which form part of the main School Curriculum (e.g. in Coram House), are charged on top of the normal school fee, at a separate Individual or Group rate.

Learning Support

Learning Support lessons are charged on top of the normal school fee.

In each of the First to Fifth Years, Learning Support lessons are scheduled to take place instead of Modern Foreign Language lessons.

In the first three years of Senior School, a minimum of two languages form part of the curriculum. Those needing Learning Support will usually attend the lessons for only one of the languages, thus allowing them to access the Learning Support programme and continue with one foreign language.

In Years Four and Five, those attending Learning Support will generally do so as one of their four option choices.

There is a standard yearly rate for those in the First to Fifth Years who access the Learning Support programme.

Any additional lessons (e.g. for Sixth Formers, or extra to the normal Learning Support programme) will be charged at the standard school rate for additional lessons.

EAL (English as an Additional Language)

EAL lessons are charged on top of the normal school fee. Except for extra lessons in addition to the normal EAL programme, a hybrid school fee will be charged, which contains a proportion to cover the EAL provision.

In each of the First to Third Years, separate EAL lessons are scheduled to take place instead of Modern Foreign Language lessons; in the Fourth and Fifth Years, EAL lessons are scheduled to take place instead of English.

In the first three years of Senior School, a minimum of two languages form part of the curriculum. Those needing EAL Lessons will attend the lessons for only one or neither of the languages, depending on need, thus allowing them to access the EAL programme.



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In Years Four and Five, those attending EAL will do so instead of English.

There is a standard yearly rate for those in the First to Fifth Years who access the EAL programme, determined by the Bursar.

In Pre A-Level, since EAL forms a large part of the curriculum, no charge is made additional to the Pre A-Level fee, except where extra lessons are arranged. Such lessons are charged at the standard school rate for additional lessons. Where a pupil transfers from the Pre A-Level to the Sixth Form, a hybrid school fee will be charged, which contains an element for the EAL lessons which a particular pupil needs in order to access the Sixth Form curriculum. The EAL part of the hybrid fee will vary, depending on the number of periods of EAL which are agreed for a particular pupil, but will be a multiple of the standard school rate.

Where a pupil enters the Sixth Form directly (i.e. not via the Pre A-Level) needing IELTS lessons, these will be charged at the standard school rate for additional lessons.

Summary of EAL Provision

Pre A-Level Course: The curriculum is designed to build the four skills (Reading, Writing, Listening, Speaking) for success in the British education system. Pupils sit a range of exams from Cambridge ESOL (English for Speakers of Other Languages) qualifications (including KET (Key English Test) and PET (Preliminary English Test)) to Cambridge IELTS (International English Language Test System) (General Training). Some also sit IGCSE (International General Certificate of Secondary Education) English as a Second Language. Students on the Foundation course will also sit IGCSE Maths (taught by the Maths Department) and IGCSE own language. They are also provided with an introduction to academic subjects which include Science, Business Studies, History, British Culture, Art, and Design Technology.

EAL courses: some second language speakers in the main school (1st-5th year) come to the EAL department for lessons. They may follow a general English course designed to improve their level of English, or they may follow exam courses (PET, KET, FCE, IGCSE ESL or IELTS). By far the greatest numbers of main school students studying EAL are in the Lower and Upper Sixth Forms. They have five lessons of EAL a week and follow a two-year course designed to enable them to attain at least 6.5 in their final IELTS exam.



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Coram House, Ackworth School English as an Additional Language (EAL) Policy

Introduction

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A small number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

As a school, we appreciate that EYFS children may have English as an additional language. We value the input from parents, siblings and other EAL students and staff within the school to include their home language in school. Where necessary, EAL children are taught in small groups and 1:1 for regular times during the week in order to target specific language acquisition.

Aims and Objectives

Our curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote many Quaker principles including fairness and justice for all, through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

Teaching and Learning Style

In our school, teachers take action to help children who are learning English as an additional language by various means:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking and that talking is used to support writing;
- Encouraging the children to transfer their knowledge, skills and understanding of one language to another;
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.



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Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through ICT (International and Communication Technologies), video or audio materials, dictionaries and readers
- With support, using the home or first language where appropriate.

Curriculum Access

All children in our school follow the curricular requirements of the Early Years Foundation Stage and many aspects of the National Curriculum. Children with English as an additional language do not necessarily produce separate work.

We plan appropriate opportunities for children to develop their English and we provide support to help them take part in activities.

We help children learn English as an additional language by:

- Building on children's experiences of language at home, at play and in the wider community, so that their developing use of English and of other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Making use of the EAL staff in the international centre to provide bilingual support to extend vocabulary when necessary

Assessment

Our assessment arrangements allow us to develop individual education plans for children who are learning English as an additional language.