



English for Speakers of Other Languages Policy

This Policy applies to all pupils at Bishop's Stortford College including those in Early Years Foundation Stage and Key Stage 1.

With approximately 100 international boarders staying with us every year and more day pupils coming from more diverse backgrounds, Bishop's Stortford College is committed to providing outstanding English language support for all of our pupils who speak other languages (ESOL).

We welcome and value the linguistic, cultural and educational experiences our overseas boarders and children from multi-language households bring to the College.

We value integration highly and this is set in an ethos of inclusivity, tolerance and respect for others.

How we support your child through assessment and placement

Pupils are assessed prior to offer and have the opportunity to meet with a member of the ESOL department online, who will be able to more fully assess their needs.

After arrival, pupils take part in an induction programme and are allocated a buddy. During this time, they are also reassessed to allow for any progress made since the initial pre-arrival assessment.

During the transition period, students may experience homesickness or culture shock. All staff within the school are fully aware of the impact this can have and are available to support and guide students through this period.

Day students in need of support will be identified by their class teachers, alternatively, parents can request an assessment for support at any time.

Aims and Objectives

- To provide outstanding English language provision for all children who speak English as an additional language.

- To provide a wide range of support, from tailored English language support to exam classes for a range of qualifications.
- To deliver tuition according to need, in one-to-one classes or small groups, ensuring that every child is valued and nurtured so that they can reach their full potential.
- To foster inclusion by frequently referring to personal experience and backgrounds, making cultural comparisons in class where relevant.
- To play a pivotal role in the pastoral and academic provision for ESOL students, so that they are able to develop in all areas and build a strong sense of self-esteem.
- To help students to become confident and fluent communicators at both a social and academic level, ensuring that they are able to reach their potential and integrate fully into College life.
- To embrace the cultural differences of our ESOL students so that we can learn from each other.
- To encourage understanding of ESOL students' cultural heritage by celebrating events such as Mother Tongue Language Day, Diwali and Chinese New Year.
- To ensure that all school staff are aware of each student's language level so that their needs are met in the mainstream setting.
- To encourage students to reach beyond their comfort zone both linguistically and socially.
- To encourage a life-long love of language and learning, by encouraging reading at an appropriate level and helping pupils to become independent learners.

Pre-Prep (Early Years Foundation Stage and Key Stage 1)

In the Pre-Prep, Early Years Foundation Stage and Key Stage 1, there are some children who speak different languages, and we celebrate this diversity. We want to ensure any child who comes to us speaking English as an additional language is given specific support in class with small group work or individual activities designed to help them become fluent as quickly as possible. We involve the parents, and an Individual Education Plan is drawn up, where necessary.

Language Learning

In the Pre-Prep, we ensure children who are already developing one or more languages, are given extra space and time, patience and support. We celebrate the skills they have in their home language and invite parents to share their home language and cultural background. Parents are invited to provide a list of key words and phrases (or translations of these) to assist the child's transition into Reception. Resources are gathered of key words, phrases and favourite stories, told in the child's home language.

Social Skills

In the Pre-Prep, there is a rich, cultural environment, where play opportunities and books encourage sharing and talking. Children who share the same home language are encouraged to communicate. The teaching is as visual as possible to enable access and create an inclusive learning environment. Teachers use gestures, facial expression and explanatory actions, together with the use of objects to explain each part of an activity. The online journal enables a two-way response so families can share home language and developmental experiences such as celebrations, food, festivals. Main festivals such as Diwali and Chinese New Year are celebrated in assemblies and in class.

Support

Where children require support beyond their class the ESOL department provides small group and one-to-one support as necessary. Class teachers and Learning Support liaise with ESOL department and parents to provide the appropriate support.

Prep/ Key Stages 2-3

In the Prep School, sometimes pupils are taught on a one-to-one or small group basis by removing them from linguistically challenging subjects, or if they have not studied MFL before using these lessons instead. A relevant tailor-made course is provided according to their particular needs and abilities. The key to teaching these younger Prep School pupils is close liaison with their mainstream English teachers and extra support in class is provided where necessary.

Pre- IGCSE Course/ Key Stage 3

The lower year groups in the Senior School are taught ESOL in the relevant option block, as determined by their subject choices. Other arrangements are also considered as required by need. Fourth Form and Lower Fifth pupils can spend any other free periods in their timetable in the library where they can be given extra ESOL reading or writing activities to do where necessary or, more commonly, they may use this extra time for their other subjects, particularly when these involve using the library's research facilities.

Pupils entering our **Fourth Form (Year 9)**, at the age of 13/14 years, embark on a pre-IGCSE programme which is carefully structured to boost pupils' abilities and confidence in the subject. This pre-IGCSE course provides a relevant and stimulating foundation course and forms the perfect preparation for the IGCSE course.

It should be stressed that while the main aim of these ESOL classes is to follow the pre-IGCSE course, this is not their sole function. A flexible approach is adopted and often lessons related to the pupils' mainstream English courses are integrated into the timetabled lessons, and extra support may be given with coursework assignments.

IGCSE English as a Second Language Course / Key Stage 4

Pupils already studying at the College usually embark on the extended level (CIE) IGCSE ESL course at the start of the **Lower Fifth (Year 10)**, taking the exam in May of the Upper Fifth year. They also follow the Edexcel IGCSE English Language and English Literature courses in their mainstream English lessons and are entered for these exams at the same time. This has proved to be a very effective strategy because pupils who struggle with IGCSE English Language have almost always gained a Grade C or above in IGCSE ESL.

Alternatively, more able students may embark on the Cambridge Advanced CAE course, which, with its focus on accuracy, idiomatic expression and academic skills, is a great pathway for pre-A-Level preparation.

6th Form

Pupils who join the College from abroad in the **Lower Sixth (Year 12)** have already been tested and assessed, and now have the opportunity to study for either the Cambridge IELTS exam or Cambridge

Advanced (CAE). These exams assess all four skills – reading, writing, listening and speaking and are recognised by all UK universities. At the highest level, students can receive 32 UCAS points for Cambridge Advanced, which is equivalent to an A-Level pass.

Students in **the Upper Sixth (Year 13)**, may continue to prepare for the university entrance qualifications outlined above until such time as they are ready to take the exam they are preparing for.

Sixth Form pupils can also seek help with their UCAS personal statements and university choices. They may also need advice and references for applications to universities in their home countries.

Access Arrangements for ESOL.

Bishop's Stortford College is entirely compliant with the Joint Council for Qualifications (JCQ) guidance for determining eligibility for Access Arrangements in external examinations. Applications for Access Arrangements are processed at the start of the examination course (e.g. the beginning of the Lower Fifth for GCSEs) and at the time of application the arrangement must be a candidate's normal way of working, and a history of need must be strongly evidenced (except in the case of temporary injury).

The Head of ESOL regularly liaises with the Examinations Officer to ensure that all necessary arrangements are in place for pupils eligible for Access Arrangements.

ESOL candidates are entitled to use an examination regulation 'word for word' dictionary if they use a bilingual dictionary as their normal way of working. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Students who are offered a place at Bishop's Stortford College to study will have reached a minimum of A2, B1 or B2 level in English depending on their year of entry, as such they do not qualify under the JCQ regulations for extra time. Any ESOL students who are identified as having Special Education Needs will be referred to the SEND department and we will liaise with parents regarding further assessment.

Please see the website for the College's Use of a Word Processor in Examinations Policy, which outlines the criteria pupils must meet in order to be entitled to use a word processor in external examinations.