

POLICY FOR THOSE WITH SECOND LANGUAGE ENGLISH

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide!

St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.

The College is fortunate in having an International student body that brings a wealth of talent and ability and a global perspective to College life. It also has some students from the UK for whom English is not their first Language. The College will support international and Second Language English students in achieving their potential through inclusion, specialist advice and support and by providing a full student entitlement at no extra expense to the student in Years Elements to Poetry. The College resources and adequately staffs an International Department.

The College through the International Department:

- identifies international students and students for whom English is not their first language at the initial enquiry stage and assesses them for entry to the College and ensures an appropriate curriculum;
- ensures that students have security and direction within the College;
- assists smooth transition and integration into mainstream education through cross-curricular liaison and cross-curricular support;
- ensures that students receive appropriate tuition in English and Second Language English Language according to their age and ability and that they achieve national and international qualifications in English up to and including university entrance level;
- develops a positive self-image in the student body giving them a firm commitment to carrying the College's reputation forward through merit and endeavour;
- welcomes and helps integrate international students to the Christian community at St Edmund's and recognises that although some students may not be Roman Catholic the ethos of the College offers spiritual comfort to all;
- ensures that all staff are aware of best practice in international and Second Language English student matters;
- maintains co-operative links with parents, guardians and agents;

In the Early Years Foundation Stage (EYFS) we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The EYFS helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses 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;
- providing opportunities for children to hear their home languages as well as English.

The International Department procedures

Most good independent schools now have specialist departments to support the needs of international students. Independent boarding schools typically have around 15% of their intake as international students although some schools have up to 50%. Some departments, like the one at St Edmund's, are also British Council Accredited requiring a full inspection every four years with mandatory spot checks.

In most schools, the role of the specialist department will extend beyond the classroom and involve curriculum and pastoral support as well as English language teaching.

International Admissions

An important departmental responsibility is admissions. The College's improved league table position combined with its marketing and summer school provide a sound basis for recruitment. The admissions procedure is sound and thorough and has produced a good-sized cohort each year.

The minimum entry requirement is the demonstration of the potential to achieve good passes in five GCSEs and three GCE A levels or IB Diploma. International students are normally expected to also achieve an A level in their mother tongue if available. Typically, a student is expected to be of above average intelligence, with a good character, demonstrate a functional level English and have the potential to make rapid progress.

Selection is made on the basis of interview and entry testing. In addition, all students are recommended to follow a course of orientation and preparation on the summer school. This allows a further opportunity for an accurate assessment of potential.

Transition Period

In the initial period of *transition* - the period of settling in and full adjustment to the new school environment - international students require a heightened level of educational and pastoral support. This will usually decrease but continue to be necessary to some degree as a student becomes less dependent. Managing this period of transition well is a crucial factor to a student's subsequent success. The support role of the international department is more significant at the start of the academic year and particularly associated with the newer students. In this respect, international students are very different to other students with Special Educational Needs. Particular care is needed to detect the educational needs of the non-native speaker which may be mistaken as initial language difficulties.

International students may appear to find areas of transition easy - even too easy, or difficult - even too difficult. In common with Special Needs teaching, and all good teaching, there is a need to discriminate carefully between what seems easy and what difficult and then adjust the teaching approach accordingly. Guidelines in best practice and promoting success in the classroom, make this a less daunting task (see *Identifying Good Practice*). International students cope best under the same conditions as mainstream students: in well staged and presented lessons using well-chosen resources and techniques with a pleasant and approachable teacher who is able to generate a good working atmosphere. It is important that morale and self image are

kept high. Kindness and encouragement help accelerate learning, particularly in the first half term.

By the end of the first term the student should have adjusted sufficiently for teachers to begin make greater demands.

At this stage a realistic streaming/setting of the student should be considered to develop future potential.

Teachers should expect students to:

- bring an English-English dictionary to every class;
- maintain a vocabulary list for their subject;
- speak clearly;
- participate;
- ask for clarification when in doubt.

It is helpful if teachers can tactfully correct mistakes in the use of English.

Internal Consultation & Management

The department operates an open door policy, from Monday to Friday between 0830 – 1700, to students for academic mentoring and pastoral support and for teachers for consultation and communication.

All members of staff in each department should know the services the international department can offer and seek contact to discuss the progress of new students. They should aim for good communications and consultation with the international department.

Areas of Responsibility of the International Department

- International Admissions
- International Summer School
- Advice and Guidance on international student matters
- Liaison with agents and parents
- UKBA Tier 4 Student Visa Sponsorship Management
- Advice on guardianship
- Teaching of English as a Second Language
- Teaching of Chinese, Russian and other Modern Languages
- Literature courses for non-native speakers
- RE teaching for non-Christian pupils
- Pastoral support and Academic mentoring
- First language examinations
- IELTS and City and Guilds IESOL examinations

Frequency of review: 3 years

Policy last reviewed: Michaelmas 2017

Next review date: Michaelmas 2020