

Italia Academy of Theatre Arts

Pupils for whom English is an Additional Language Policy

OVERVIEW

The School is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language.

The school will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the whole curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means to learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

For students whose first language is not English, the Learning Support specialist in liaison with the English teacher provides courses to develop English language skills and communicative ability. Through structured course content, students are assisted in both skills and language development. The aims of the intervention are to enhance the students' language proficiency and build confidence to help them achieve both academic and social success in an English-speaking environment.

In 2015-2016 the EAL provision is supported by the Learning Support specialist and the English teacher providing EAL support across all years. In Years 7 to 9, students follow general English courses.

Non-native speakers of English receive a specified number of lessons depending on need of EAL tuition, in addition to their mainstream English classes. In Years 10 and 11, those who would not benefit from attempting GCSE English follow EAL courses, receiving 4 timetabled sessions respectively. This is minimum provision and individual lessons are provided according to individual need. In addition, the school aims to assist students with specific needs through offering support in subject specific support and preparation for further learning at Key Stage 5.

As far as possible, EAL lessons take place within the regular timetable. However, due to timetable constraints some lessons take place during lunch times and after school. (Please see our SEND policy in conjunction with access arrangements).

Assessment of Needs

International pupils sit an entrance exam which consists of an English and a Maths paper to assess their English language ability and suitability for academic study at Italia Conti. If completed to a high standard, individuals are invited to attend the school audition. Only pupils who show evidence of very good communicative competence are selected.

Pupil needs are continually monitored with regular discussions on pupil progress within the school. Feedback from subject teachers, tutors and vocational staff is also requested to flag any students who may be struggling and to inform EAL provision.

In addition, students sit more formal, internal English examinations to monitor attainment. Combined with teacher assessment, these results highlight students capable of transferring to the GCSE programme in the Year 9/10 and those pupils more suited to following the EAL course.

Teaching and Learning (Please read our Teaching and Learning Policy in conjunction with this section)

We aim to keep class sizes small to best meet the needs of our pupils. As a result we hope to encourage a relaxed and friendly learning environment where students can grow in confidence, where mistakes are accepted and viewed as an essential stage in language acquisition and where relationships can be built that allow students to feel comfortable expressing themselves in English and exploring the communicative possibilities of the language.

EAL lessons aim to be engaging and interactive. Topics are chosen that aim to appeal to teens and a variety of activities are selected within a lesson to maintain pace and meet the needs of differing learning styles within the groups. Each year group follows a course book, which is supplemented with additional material.

Emphasis is on the phrasal nature of the English language, so in our approach to teaching EAL, pupils are encouraged to study natural phrases presented in context. We aim to teach language in context often using reading texts as a stimulus (stories, magazine articles etc), which assists comprehension and communicates meaning more accurately.

Pupils receive regular feedback on their attainment and performance either orally and through whole class error correction or individually through written comments.

In addition to teaching English, we aim to enrich our pupils' cultural experiences through visits during curriculum time.

The above are all subject to changes and/or individual requests from either universities or the UKBA.