

	<p>Policy Name: English as a Second or Other Language (ESOL) Provision Owner: Director of Studies</p> <p>Review Date: September 2019 Next Review Date: September 2020</p> <p>Policy revised as regulations or review demands.</p>
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Overview of the EFL/ESOL Department at Mayfield

The EFL/ESOL Department at Mayfield School supports any student whose first language is not English. The ESOL Department at Mayfield is located in its own building, which comprises a suite of three classrooms, providing a central hub for overseas students. The department works closely with Heads of Department and Housemistresses to ensure a smooth transition and integration of overseas students and to ensure that they have the ability to access all aspects of the curriculum. ESOL staff are actively involved in the wider life of the School, for instance; acting as Tutors, assisting in boarding and offering enrichment and extra-curricular activities.

Overseas students are tested as part of their entrance examinations before joining Mayfield and then again upon arrival to confirm their ability level. They are assessed on the basis of the Common European Framework (CEFR) (see Annex A) and student progress is monitored from their corresponding starting point on the International English Language Testing System (IELTS) scale.

The ESOL department provides tuition for the Cambridge English suite of examinations, which are recognised around the world by thousands of employers, universities and government ministries as proof of ability to use English. The Cambridge English examinations taught at Mayfield include: **IELTS** - International English Language Testing System, **First (FCE)** - First Certificate in English (B2), **Advanced (CAE)** - Certificate of Advanced English (C1), **Proficiency (CPE)** - Certificate of Proficiency in English (C2), and **Preliminary (PET)**, PET for Schools - Preliminary English Test (B1) and **Key (KET)** - Key English Test (A2). In addition the Edexcel IGCSE in English as a Foreign Language is also offered for some girls in Years 10 and 11.

Annex B provides an outline of entrance test scores and their indication of a candidate's ability to access the whole school curriculum and probable corresponding ESOL pathways.

In general, students work towards the following:

Year	Average groups	Stronger Groups
7	General English	PET (B1)
8	PET (B1)	Pre-FCE
9	Pre-FCE	FCE (B2)
10	FCE (B2)	IGCSE (B2)/Pre-CAE
11	IGCSE (B2)/Pre-CAE	CAE (C1)
12	CAE (C1)	IELTS (7.5 Average)
13	IELTS (7.5 Average)	

ESOL students at Mayfield generally fall into two main categories:

- **Long-stays** are girls who intend to continue their schooling at Mayfield and who want to be absorbed into the system, with a view to attending an English university or Higher Education in an English-speaking country. Generally these students are able but lack accuracy in their writing, speaking or both, or they are accurate but lack fluency. Some may lack skill or confidence in a

particular area of English. Exceptionally strong students may be considered for mainstream English based on the strength of their entrance test results or if they achieve a Grade A in FCE at the end of Year 9. A move to mainstream English is only done after consultation and agreement between the ESOL and English Departments, and the Director of Studies. Students may be required to produce an additional extended piece of writing for assessment in order to be considered. n.b. Girls who move to mainstream English still have the opportunity to obtain ESOL qualifications (e.g. IELTS) further up the school and access specific linguistic support from the ESOL department.

- **Short-stays** are girls who are here for between one and two years, with one year being more common. Their main aim is to learn English and gain some English qualifications. Whatever their standard of English, virtually all these girls have their English lessons in the ESOL department.

ESOL Teaching

ESOL pupils in Years 7 to 11 receive four hours tuition a week in small ability groups of generally no more than eight pupils. Three of these are language-based lessons with one lesson of literature. Years 12 and 13 can receive up to five hours of formal English tuition each week. As with MFL teaching, all teaching is done in the target language (English), using a communicative method underpinned by the teaching of formal grammar. There is an emphasis on reading and writing to support academic skills in other subjects and every class is customised to the needs and interests of the particular girls. Tuition and course book costs are covered by the fees for ESOL but examination fees are additional.

In the Sixth Form students are expected to study ESOL alongside their three or four other A Levels. Students who have obtained a Grade 6 (or higher) in GCSE or IGCSE English as a First Language, a Grade B (or higher) in CAE or an IELTS level 7.0 overall (minimum of 6.5 in each paper) are exempt from this expectation. However, students must be made aware that the IELTS examination is only valid for two years, so if it has been taken prior to entry into Year 12 it must be retaken during their time at Mayfield. Generally, students in the Sixth Form will study for the Cambridge Advanced Exam (CAE) in Year 12 and then for the IELTS examination in February / March of Year 13. The Year 12 curriculum allows for extensive coverage of grammar structures alongside advanced reading skills and writing styles, whilst the intensive IELTS course in Year 13 is a fast-paced examination preparation and practice course, with the assumption of existing high level language skills. However, for some students entering the Sixth Form with a lower language level than anticipated, a two year IELTS examination programme will be put in place instead.

Language Context and Department Objectives

The ESOL department recognises and works to address the English language needs of the current age. Our goal is to enable students to become strong independent learners, and for each girl to achieve the best level of language she is capable of attaining, in order to ensure that she is able to access the curriculum without disadvantage and to study effectively in an English-medium environment.

ESOL Department Teaching aims:

- To provide students with the academic English required at secondary school level and beyond at a UK or international Institute of Higher Education. We want to enable them to be competitive linguistically not just to meet the entry requirements for their course. The framework for this is provided in part by the Cambridge suite of external examinations and IELTS to ensure an internationally recognised standard (see Annex C).
- To ensure that students are furnished with the necessary content to respond to tasks at various levels requiring a focus on a broad range of current affairs and topical issues across a variety of subjects.

- To prepare students to be international citizens through a focus on English in use in a variety of native and non-native contexts in order to engage with both British culture and function effectively within our globalised world.
- To support students in their other subjects by including cross-curricular content where appropriate.
- To develop students' learning and study skills. With only four hours of ESOL a week, most of their English language learning will take place outside the ESOL classroom and it is vital that they appreciate this and become strong independent learners in order to maximise their potential. Clear expectations are laid out to girls at the beginning of the year and the department constantly encourages a growth mindset. Students are encouraged to regularly reflect on their own learning using the criteria in the Annex D.
- To provide an environment through which overseas girls can continue to develop their cultural literacy through English and also a portal through which they can also share their culture and traditions with other nationalities within school, including the English girls. The department plays an important role in ensuring the successful integration of overseas students at Mayfield and participates in the monitoring and evaluation of this.

Developing English Language Skills:

The department aims to facilitate improvement in English in all four skills: reading, writing, listening and speaking, along with an interest in language and an appreciation of its importance.

Reading

- To help students to understand and respond with interest to an increasing variety and range of difficulty of the written word.
- To develop skills in specific reading techniques including skimming, scanning, reading for detail and inference.
- To introduce students to and help them begin to develop an appreciation of a wide range of literature including British and World literature.
- To encourage and monitor personal reading on an individual level.

Writing

- To enable students to use appropriate grammatical structures, tone and register conventions of paragraphing, sentence structure, linking, punctuation and spelling in their writing.
- To develop an accurate, fluent style of writing, so that the student can communicate information and ideas at the level required in her other subjects. This may range from simple factual writing to deliberate manipulation of style to suit the writer's aim.
- To develop the organisation of their writing and appreciate coherence and cohesion.
- To encourage pupils to interrogate essay tasks and develop an understanding of the requirements of different question types, which they can transfer to any other kind of essay writing.

Listening

- To help students listen to and understand a variety of voices, accents, and dialects of people talking on subjects ranging from the day to day to advanced lectures.

Speaking

- To enable girls to communicate effectively and appropriately in spoken English, and to feel confident in doing so. This ranges from everyday communication to an ability to discuss global issues.
- To encourage girls to speak English at all times during the school day, including with other speakers of their first language.

Materials:

As far as possible we use authentic materials that are global in their coverage including a multi-level series of textbooks published by Cengage in collaboration with National Geographic that uses National Geographic articles and films, along with TED Talks. We feel it is important to include topics and themes that relate to the countries the girls come from. We introduce students to a wide range of idiomatic language and integrate newspaper and magazine articles into lessons. Although we use graded readers at lower levels, we encourage pupils to move onto unabridged reading material as soon as they are able.

Marking and assessment:

We use a mixture of grade-based marking and comment-based marking, ensuring that girls have at least one graded assessment each half term. Marking is in line with the criteria used by Cambridge and IELTS and also follows the School Marking Policy. However, feedback is also related to individual student ability, so where it is felt that a student could be challenging themselves more, despite achieving highly, this will be reflected in comments. Equally, effort is rewarded where pupils may be struggling. Language learning is a process and our feedback incorporates comment on progress over time.

Girls are required to self-correct work using editing symbols and we also encourage peer correction. Correction includes trying to make work better, not just correcting mistakes. For example, by finding a better word, rephrasing a sentence or finding somewhere in their work where they could incorporate a particular structure. Range is as important as accuracy and feedback is provided orally as well as in the written form. The department also conducts regular individual tutorials to discuss progress.

Developing study skills and independent learning:

Students are taught a variety of techniques to develop their independent language learning skills, including:

- Paraphrasing when they do not know the exact word
- Guessing meaning from context
- Methods for recording and learning vocabulary
- How to use a dictionary effectively
- Being given a list of extension activities they can do on their own initiative

ESOL Examinations:

Mayfield School has been accepted by The British Council as an official Internal Cambridge Examination Centre. This means that we are able to offer the Cambridge examinations of KET, PET, First for Schools, Cambridge Advanced and Proficiency on site. The Speaking examination element is also held on site with official Cambridge examiners coming to the school to hold the interviews. This is extremely advantageous for the girls as it a) does not add extra travel costs to the expense of the exam and b) reduces the level of stress and anxiety the students may feel on the examination days.

The only examination which girls must take out of school is the IELTS in Year 13, but this is organised by the school so that all the girls go together on the same day.

Bilingual Dictionaries:

As all non-native speakers of English are allowed a Bilingual Dictionary in all examinations except those which include marks for Spelling and Grammar (ie: RS, Geography and History), a set of appropriate exam-use dictionaries is held on site at Mayfield with the Examinations Officer for specific use in External and School examinations

Integration and culture:

Moving country and studying in the UK can present challenges for overseas students and occasionally cause culture shock and homesickness. This can be overwhelming, especially when there is pressure on them to integrate by speaking English all the time and conforming to British and School traditions.

The ESOL department aims to assist with the process of integration by encouraging it as a two way process throughout the school. This is done by the supporting of ESOL students in the communication of their personal cultural needs to the rest of the school, as well as helping them to assimilate into the community through a better understanding of the British culture and tradition. There is an expectation that overseas students participate fully in the life of the school; not just embracing the academic education on offer, but also supporting inter-house competitions, social events, boarding trips and extra-curricular clubs. To this end the ESOL department runs some annual events including:

- The ESOL Dinner: This is held early in the Autumn Term and brings together all the ESOL students for a social gathering so that they are aware of the other members of the ESOL community, including, for instance, girls of the same nationality in other year groups. Good integration is more likely to evolve from a position of security and so the aim is to establish a supportive base for the girls. It is also an opportunity to brief them on expectations about integration and language use.
- International Activities Fair: The ESOL girls take over an afternoon of Saturday activities to do a series of stalls, workshops, events, relating to their country, language and culture. For example, a Spanish student might teach some Flamenco dance steps.
- Year 12 lunch and Chinese New Year Dinner: Year 12 girls cook traditional food from their countries for their English guests, while Year 13 girls organise a meal and entertainment to celebrate Chinese New Year.
- English Theatre Trips: ESOL girls join the English girls on theatre trips, for example, to watch a performance of a Shakespeare play at The Globe. These offer an invaluable opportunity to experience British culture and to mingle with mainstream English pupils.

Annex A CEFR Level Descriptors

PROFICIENT USER	C2	IELTS	9	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	
			8	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	
	7.5				
	7				
INDEPENDENT USER	B2		6.5	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	
			6		
			5.5		
	B1		5	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	
4.5					
4					
BASIC USER	A2				Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1				Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where she lives, people he/she knows and things she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Annex B: Entrance Test Indicators

Entrance Test Score	Description	Year Groups	Notes	Subject Access	ESOL Progression
1-8	Beginners	Not recommended for entry		Will not be able to access the curriculum	
9-17	Elementary	Year 7 and 8 only	Some Year 9s if other girls there to make a group	Would find it challenging to access the curriculum	Lower Intermediate or Intermediate level. Possibility of them taking Cambridge KET or PET exam.
18 – 25	Lower Intermediate	Year 9 and 10		Might find it challenging initially, but should cope in due course	Intermediate or Upper Intermediate Level. Take the Cambridge PET exam or occasionally FCE
26 - 32	Upper Intermediate	Year 9, 10, 12	Would sit FCE	Would cope well through the course and contribute well. Year 12 girls at lower range could access less wordy subjects and at the higher range could access Economics and Science	Upper Intermediate, with all taking the FCE exam. The higher range girls should be aiming for an A grade. Year 9 girls taking FCE could potentially join mainstream English in Year 10
33-40	Advanced	Year 12	Would sit CAE	Would cope well and could do some wordier subjects like HART, Economics and Sciences. Those at higher range could access History, RS etc	Take CAE at the end of Year 12. Prepare for IELTS in Year 13 – with an aim of achieving at least a 6.
41-48	Proficiency	Top Year 12	Could take Cambridge Proficiency exam	Would cope exceedingly well with any subject.	Take CAE at the end of Year 12 and achieve an A grade, or possibly take Cambridge Proficiency Exam. Prepare for IELTS in Year 13 – with aim of achieving at least an 8.

Annex C: Rationale for Cambridge Exams (from Cambridge English Assessment)

Cambridge level	You can:	Why do it?
B1 (Preliminary)	<ul style="list-style-type: none"> • read simple textbooks and articles in English • write letters and emails on everyday subjects • take notes • show awareness of opinions and mood in spoken and written English. 	<ul style="list-style-type: none"> • develop your ability to communicate in English for practical tasks and situations. • gain a valuable qualification that is accepted worldwide. • improve your work, study and travel prospects.
B2 (First)	<ul style="list-style-type: none"> • communicate effectively face-to-face, expressing opinions and presenting arguments • follow the news • write clear, detailed English, expressing opinions and explaining the advantages and disadvantages of different points of view • write letters, reports, stories and lots of other types of text. 	<ul style="list-style-type: none"> • accepted for entry to foundation/pathway/pre-session courses in English-speaking countries. • accepted for entry to undergraduate programmes taught in the medium of English in non-English-speaking countries.
C1 (Advanced)	<ul style="list-style-type: none"> • follow an academic course at university level • communicate effectively at a managerial and professional level • participate with confidence in workplace meetings or academic tutorials and seminars • express yourself with a high level of fluency. <p><i>'Preparing for C1 Advanced helps learners develop the skills to make the most of studying, working and living in English-speaking countries.'</i></p>	<ul style="list-style-type: none"> • accepted by over 8,000 educational institutions, businesses and government departments. 100% of UK universities now accept CAE as proof of English language ability. • opens doors to international travel, work and study.

Annex D: ESOL Expectations

ESOL Classroom:

- Take part in everything enthusiastically
- Always speak English
- Make sure that you have everything you need, including a dictionary (*a bilingual dictionary is essential and an English-English dictionary is also desirable*)
- Be punctual
- Develop independent learning techniques, such as self-correction and ways of recording new vocabulary
- Use new words you've learnt when you write and speak
- Experiment with new language – be bold! Successful language learners take risks!!
- Ask if you have tried but are still unsure
- Organise your work efficiently.

Behaviour:

- Be polite and respectful towards others
- Pay attention to the teacher when they are speaking
- Listen to other students when they are speaking
- Have a positive attitude

Study/outside lessons:

- Always write the study and deadline in your planner
- Spend the allocated amount of time doing your study and give it your best effort
- Never submit your first draft of a piece of writing – it should always be proof-read and edited to see how it can be improved
- Read at least three books a term and do the Champions Read
- Keep abreast of current affairs – read 'The Day', watch the news or listen to the radio
- Do extra work when you have time e.g. use a self-study grammar book, learn vocabulary, do extra writing, etc. The more you put in, the more you'll get out. Plus explaining why you didn't learn much English during your year in the UK can be REALLY embarrassing when you go home ... English is the most important thing you'll take with you.

Around school:

- Speak English and try to make friends with the English girls
- Talk to everyone you can including cleaning and kitchen staff
- Be sociable in the boarding house and with all nationalities
- Get involved in lots of extra-curricular activities
- Make an extra effort to participate in lessons – ask and answer questions
- Use a dictionary if you don't understand something