



English as an Additional Language Policy

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Policy

1.0 Introduction

- 1.1 Cardiff Sixth Form College Cambridge provides education to students from many countries across the world. For the vast majority of students English is not their first language and so CSFC Cambridge (i) set minimum entry requirements for English proficiency to ensure all students are able to fully access the A-level curriculum, (ii) provide English lessons alongside the A-level curriculum in order to further develop language skills and (iii) provide advice to students on options for externally examined assessment of English proficiency.

2.0 Language Proficiency on entry

- 2.1 All international students for whom English is not their first language will have their English language level assessed prior to being offered a place, or will have to show evidence of a minimum level of IELTS having already been achieved. Exceptions will be made only where the school is satisfied that the student's English is already of a very high standard and that s/he has a formal qualification in English that is typically accepted as an academic entry requirement by schools or universities as appropriate.
- 2.2 Students whose first language is not English must demonstrate at least an upper intermediate level of English, equivalent to the middle / upper range of B2 or above on the Common European Framework of Reference for Languages (this equates to band 6.5 in the widely-used IELTS examination for example). Only those whose English language is sufficiently strong enough to enable them to embark successfully on an A level programme will be offered a place.

3.0 Lessons in English for Academic Purposes

- 3.1 All international students for whom English is not their first language will be provided with English for Academic Purposes (EAP) lessons in addition to their A-level study programme.
- 3.2 The aim of the Cardiff Sixth Form College EAP programme is to enable students to develop the vocabulary and communication skills necessary to be successful in their studies. It involves two timetabled lesson periods per week, where a broad range of Academic English Language skills are covered, including: effective note-making and researching, reading strategies, presentation skills and essay writing.
- 3.3 There are regular opportunities to revise and practice IELTS related tasks, in particular the written and spoken components, which most of our students find most challenging. Within lessons, students experience a variety of teaching and learning strategies and are encouraged to participate actively in their own learning. Through studying the EAP, students are therefore also prepared for the

internationally recognised IELTS qualification, which is required of non-native speakers by most UK Universities.

4.0 Assessment of Language Proficiency

- 4.1 CSFC Cambridge will provide regular assessments of the language proficiency of all international students. This will take the form of class-based tests. Results of the tests will be made available to students and parents and will be used by teachers to identify areas of strength and areas for improvement.
- 4.2 International students may wish to sit an externally assessed English language test. Universities in the UK may require a particular result in an IELTS test for example. Staff at CSFC Cambridge will provide advice and guidance to students as to where to sit the tests and how to apply for entry.

5.0 Teaching of English across the curriculum

- 5.1 All teachers in CSFC Cambridge acknowledge the importance of students improving their language proficiency during their time at the school. Improved proficiency is desired for all international students, regardless of their proficiency on entry.
- 5.2 In addition to teachers of EAP lessons (part 3.0), all non EAP teachers in CSFC Cambridge appreciate that they too have a role in enabling further English language development by students. Such teachers engage in relevant CPD and their lesson content and delivery reflect the need to facilitate language improvement. Techniques employed to achieve this may include: clarification of new terms; creation of a subject-specific glossary where relevant; correcting mistakes in spoken and written English in an appropriate manner; awareness of the language barriers provided through the use of idiom or culture-specific references and so on. Further advice is provided by teachers of EAP.
- 5.3 In addition to regular cross-curricular observations and learning walks, the EAP department offers ongoing training and development for subject teachers in order to support their understanding of language acquisition and their ability to support EAP learners in their classes through a variety of appropriate strategies. This is delivered at INSET events, during department meetings and through informal discussion.

6.0 Wider Development of English Proficiency

- 6.1 The wider college community is committed to offering learners opportunities to advance their English skills through the promotion of wider reading. A number of department-specific libraries exist across the school in addition to a fiction library.

Students are permitted unlimited access to these libraries and are encouraged to do so by teachers who also provide suggestions on suitable books.

- 6.2 There are further opportunities for students to improve through university admissions preparation lessons and Extended Project Qualification preparation lessons. Both lessons include guidance on spoken English, rhetoric and the construction of written and oral argument.
- 6.2 Presentation skills are also further developed through weekly presentations given by students in whole school assemblies. Students give presentations on a theme, such as 'Introducing myself', 'My Academic Project', or a mini TED talk. Each student will typically give four presentations per academic year.