

International School of Creative Arts

English as a Foreign Language (EFL) Policy

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Document Title	English as a Foreign Language (EFL) Policy	
Document Reference	ISCA 22	
Version	5.0	20/07/2023
Author	Executive Director	
Location	J:\9. POLICIES AND PROCEDURES\Approved	
Controller	Head of School	
Approved by	Senior Management Team	
Date of Adoption	September 2023	
Date of Next Review	September 2024	

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Appendix 1: Advice for teaching and learning of EFL pupils

1. Introduction

The term English as a Foreign Language (EFL) is used when referring to students whose main language at home is a language other than English.

A child or young person must not be regarded as having a learning difficulty solely because the *language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home* (section 20 (4) Children and Families Act 2014). However, students for whom English is a foreign language will be provided with appropriate support provided they meet the School's academic criteria.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EFL students.

2. Aims and objectives

- To welcome and value the cultural, linguistic and education experiences that students with EFL bring to the School.
- To implement school-wide strategies to ensure that EFL students are supported in accessing the curriculum.
- To help EFL students to become confident and fluent in English in order to be able to fulfil their academic potential.
- To be able to assess the skills and needs of students with EFL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EFL.
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.

3. Strategies

- A. ISCA will support a positive and effective language ethos. There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in their own culture is crucial for their self-esteem. Diversity will be valued and classrooms will be socially and intellectually inclusive.
- B. As much prior information will be given to teachers as is possible. This will include:
 - Prior school information where possible.
 - The outcome of baseline testing that all students undergo when they first attend. This will provide all teachers with standardised score in spelling, reading, writing and processing speed. Teachers can use this knowledge to inform their curriculum planning and classroom teaching.
 - An estimated level of proficiency in English based on the IELTS scoring system (including separate scores for each of the four skills). Students who do not already have an IELTS score when they arrive at the school will be given an internal placement test based on the IELTS test.
- C. Students who receive assistance with EFL will be fully integrated into school life and will be provided with appropriate support, in the form of weekly time-tabled EFL lessons, and

also one-to-one support with an EFL qualified teacher for help with language needs across all school subjects.

- D. Students will receive EFL support until they meet the entrance requirement for university progression.
- E. The School will monitor progress carefully and ensure that EFL students are set appropriate and challenging learning objectives.
- F. The School will ensure that:
 - All involved in teaching EFL students liaise regularly and that relevant information on students with EFL reaches all staff.
 - Training in planning, teaching and assessing EFL students is available to staff.
 - The effectiveness of the teaching of students with EFL is monitored and data collection is managed.
- G. All teaching staff can assist by following the advice in Appendix 1 on teaching EFL students, adapted by ISCA from the Bell Foundation.
- H. If the School has reason to suspect that a student with EFL may also have special educational needs, the Parents, the Young Person and the School will refer to the sections in the Special Educational Needs Policy.

4. Summary of the EFL Curriculum

The EFL curriculum will:

- Develop the ability to use English effectively for the purpose of practical communication
- Form a solid foundation for the skills required for further study using English as the medium
- Develop learners' awareness of the nature of language and language-learning skills
- Promote learners' personal development and study skills
- Develop practical communication skills in listening, speaking, reading and writing
- Develop the ability to select relevant details when reading a range of texts
- Develop the ability to understand the difference between what is directly stated and implied in a reading text
- Develop the ability to write for different purposes and audiences
- Develop the ability to understand a range of spoken material, including talks and conversations
- Develop the ability to engage in conversations on a variety of topics
- Develop skills in responding to different situations and audiences with a degree of accuracy and clarity
- Develop an academic style of speaking and writing
- Enable learners to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts
- Develop and understanding of the format and the requirements of the IELTS test

Appendix 1: Advice for teaching and learning of EFL pupils

(adapted by ISCA from the Bell Foundation)

- Maintain high expectations, expect pupils to participate in all classroom activities/task.
- Group pupils so that EFL pupils hear good models of English.
- Sit the EFL learner near the front, where they can see your face straight on. This will ensure they can hear properly and pick up visual clues from facial expressions.
- Involve the learner in routine classroom tasks (handing out books, etc.).
- Keep paper/mini-whiteboard to hand for quick drawings, sentence-drafting, oral prompts, key words, etc.
- Print slides from the whole-class teaching screen so the EFL learner can refer back to them.
- Train the learner to put date, title, underline, etc.
- Speak to the learner using normal speed, stress and intonation (or a little slower if you tend to speak quickly).
- Use your facial expression, tone of your voice, your body (gestures, quick mimes) to make meaning clear.
- When speaking at length, repeat and recap main points.
- Use a limited range of instruction language and question forms. Keep instructions clear and to the point.
- Use concrete examples to talk about abstract ideas or concepts.
- Allow thinking time in order to elicit a more detailed/accurate response.
- Provide opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal).
- Target the learner for simple differentiated Yes/No questions.
- When explaining and responding to questions from the learner, use this as an opportunity to extend the learner's range of language and model new language.
- During group work, remind peers to use accessible language, speak clearly and give the learner opportunities to speak.
- Correct inaccurate attempts to use more complex language by repeating what the learner has said using the correct language form, e.g. 'I not have pen.' 'You don't have a pen? Look, I've got three pens.'
- Where appropriate, use collaborative activities as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities, or use of graphic organisers.
- Use speaking frames or substitution tables as support for joining in, e.g. brainstorms, whole-class discussions, and plenaries.
- Include active listening tasks in lessons as a starter, e.g. true or false, odd one out.
- Encourage active listening that reflects real life situations and involve the listener playing a key part in shaping of the conversation. Activities might include giving the learner a list of key information to listen for or asking them to paraphrase what they have heard.

- Provide opportunities to listen with a purpose, e.g. take notes, complete a diagram, and fill gaps.
- Use supportive lesson resources, e.g. cards to match, picture-sorting, sentence ordering to familiarise the learner with key vocabulary that will appear in the text they are about to listen to.
- Use any available comprehension supports such as images, artefacts and textbook diagrams.
- By using flipped learning pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content.
- Ensure any key words for a lesson are taught, translated, accompanied by pictures or looked up in a dual-language dictionary before the lesson.
- Provide plenty of visual support for writing, e.g. pictures to describe, storyboard to recount events.