

# Language and Learning Policy

## 1 Purpose

1.1 The School believes in an inclusive philosophy, removing barriers to learning for successful preparation for adulthood and the development of the leadership attributes outlined in the School's vision statement.

*A caring, respectful community in which everybody thrives*

1.2 The School has a diverse pupil intake, with a significant percentage of pupils recognised as having English as an additional Language.

1.3 High quality teaching needs to be differentiated and personalised in order to meet the individual needs of the majority of pupils. However, some pupils may need Language and Learning (LAL) provisions that are additional to or different from mainstream provisions. The School will use its best endeavours to ensure that such provision is made for those who need it.

1.4 Parents, teachers and pupils, when applicable, will be involved in decisions about the nature and scale of Language and Learning support.

## 2 Admissions

2.1 The Head of Language and Learning (LAL), or an appropriate senior manager, should be involved in the Admissions process in both the Lower and Upper School.

2.2 Relevant members of the Admissions Department will discuss admissions files with the Head of LAL as needed to review admissions files and cases.

2.3 There are several guiding principles that influence admissions decisions:

- i) All potential LAL cases should be discussed with the Admissions Department before applying to the School. Prospective students are required to complete the Oxford Placement Test as part of the application process. If appropriate, further assessment will be made by the School's Head of LAL to ensure specific needs can be met if offered a place.
- ii) English is the only inclusive language of the School and applicants must be age-appropriately proficient in it in order to access the full range of the curriculum, and to be able to contribute positively to the School community.
- iii) Considerations of LAL pupils will include the level of support needed in order to profit from the educational opportunities available at the school (with its emphasis on academic excellence, commitment to the extra-curricular programme and positive contribution to the school community), and the number of LAL pupils in the current year group.

## 3 Admission Procedures

3.1 The School endeavours to make reasonable adjustments to the admissions procedures to enable pupils with an individual need to compete for a place at the School without disadvantage. A telephone conversation or meeting may be arranged between the School and the applicant's parents. All cases are

dealt with on an individual basis and the purpose of such meetings is to establish whether the School best meets the needs of that particular pupil. Parents must disclose to the School any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The School reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected individual needs. Where a child's individual needs are identified, or develop, after the child has started at the School, we will endeavour to continue supporting the child as long as we have the appropriate resources and facilities to provide them with the support they require. Where, in our judgement, any of these conditions no longer apply, we reserve the right to withdraw a place at the School. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

## **4 Equal Opportunities**

4.1 In the interest of being fair and transparent throughout the admissions process, it is against the School's policy to consider applications through educational agents, consultants or third parties claiming an introductory / referral fee or commission.

4.2 Admissions Principles:

- i) The School strictly abides by all applicable national laws and regulations, and/or the relevant Education Bureau policies, when handling admissions and enrolment matters.
- ii) Our enrolment and admissions processes are open and transparent. All admissions decisions are firmly underpinned by these principles.
- iii) Under no circumstances will the School authorise any third-party agency or individual to commit or provide any form of guarantee of the successful enrolment of a student.
- iv) All fees must be paid through bank remittance. No other methods of payment are accepted. For the avoidance of doubt, we do not accept payment by cash.

## **5 Referral Procedures**

5.1 If a teacher has a concern about a pupil's ability to access the curriculum due to their level of English language or their progress in English language development, they should refer the pupil to the LAL department for monitoring and assessment. LAL support is not limited to ESL and EAL learners but includes any learner who has been identified as meeting this level of support.

5.2 In the Upper School:

- Subject teachers email the Head of LAL with concerns. Head of LAL will follow up by examining the pupil's work and conducting a meeting with the pupil.
- Head of LAL will email other subject teachers for feedback on written work and to check if English language ability is hampering progress/access in their subject.
- In addition, the Head of LAL may choose to observe the pupil in lessons to monitor progress.
- If decision is made to move a pupil to LAL, Deputy Head Academic and parents are advised. If all in agreement, the pupil is removed from MFL lessons and undertakes LAL lessons.
- If pupil is deemed borderline, lunchtime or after school support can be arranged.

5.3 In the Sixth Form:

- A pupil who has been identified as requiring English Language support to fully access the chosen A Level curriculum will be discussed by the LAL Department and the Deputy Head Academic. If support is deemed necessary, then these pupils will be allocated to LAL lessons in Years 12 and 13. A letter will be sent to the parents to explain the rationale for LAL lessons.

5.4 In the Lower School:

- Class teacher contacts Lower School LAL Support teacher. Class teacher provides examples of pupil's writing and provides background of issues pupil is facing in class.

- LAL support teacher meets with Head of LAL. Pupil's writing is compared with current LAL pupils in the same year group. If necessary, Head of LAL meets with pupil.
- If decision is made to move pupil to LAL, Lower School Deputy Head Academic and parents are advised. If all in agreement, the pupil is removed from MFL lessons and undertakes LAL lessons.
- If pupil is deemed borderline, they are put on a 'watch list' and will be monitored again in the next term.

## 6 Examples of Pupil Support

- Prep School LAL lessons use a range of resources including National Geographic coursebooks along with graded readers to support pupils in their English language development.
- CCAs: lunchtime CCA and after school CCA support is offered, usually 1:1 or small group support.
- SCAs: Grammar development for Prep school pupils.
- IELTS: Year 12-13 LAL lessons focus on the IELTS assessments, an internationally recognised English Assessment that is accepted in many countries as evidence of English proficiency. The aim for Year 12-13 LAL pupils is to complete IELTS (or similar) to support tertiary education applications.
- Bespoke: if a pupil is monitored and identified as being unable to access the curriculum due to low English language ability, a bespoke 1:1 course is provided by Head of LAL. This program is developed in discussion with the Deputy Head Academic (Lower or Upper school) and could involve removal from non-core lessons for 1:1 support to further aid language development.

## 7 Graduation from LAL

7.1 Year 6-9: when a pupil is consistently exceeding expectations in classroom performance and assessments, the LAL department will consider graduation from LAL. After discussion and agreement with the Deputy Head Academic; the parents are contacted, and MFL options are discussed. The Director of Languages is informed and availability in MFL subjects is considered. If all stakeholders agree, the pupil graduates from LAL and begins their chosen MFL subject. In some circumstances, pupils may choose to remain in LAL lessons, in these cases, LAL lesson content will be differentiated to ensure pupils continue to make progress in the language development.

7.2 Years 10-11: there is no graduation from LAL once on the Cambridge examination pathway.

7.3 Years 12-13: pupils can graduate when they achieve the required IELTS/Cambridge/TOEFL score for the course at their chosen university. Each university has an expectation for level of English proficiency; it is the pupil's responsibility to check the language requirements and to communicate this to the Sixth Form team and LAL department.

Occasionally, if LAL department believe a pupil still requires support (usually in writing) pupil will remain in LAL.

## 8 Reporting and Assessment

8.1 The LAL department use a range of assessment techniques and resources to monitor the progress of LAL pupils.

These include:

- Internal LAL Department Assessments
- Cambridge Exams ([B1 Preliminary and C1 Proficiency level](#)) Administered by the British Council. These exams are undertaken by Years 9-11 pupils, administered in school by the LAL Department and the British Council

- [IELTS](#) – IELTS exams cannot be carried out in school so must be sat off site at registered IELTS testing centres.

Policy Owner	Deputy Head Academic
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