



OXFORD INTERNATIONAL COLLEGE BRIGHTON

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

POLICY INTENDED FOR:	Students
CATEGORY:	EAL
POLICY IMPLEMENTED BY	Principal
REVIEWED BY:	Deputy Principal Academic
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PURPOSE OF THIS POLICY

The College's English as an Additional Language (EAL) policy is designed to:

- Ensure that all students for whom English is not the first language have access to the full range of subjects and extra curricular opportunities offered;
- Give all students for whom English is not the first language an equal opportunity to realise their full academic potential;
- Foster a supportive atmosphere, which gives recognition to the personal and cultural adjustments some of our international students may have to make when living and studying in the United Kingdom.

HIGH QUALITY EAL PROVISION

The EAL department exists to ensure that high quality EAL support is available to all students who require it and that all students for whom English is not the first language have access to the full range of subjects and super curriculum opportunities offered.

A core responsibility of the EAL department is ensuring that international students obtain the English language qualification(s) necessary for them to progress to the next stage in their studies:

- **In Year 9:** Cambridge Preliminary for Schools (B1) and International Lower Secondary English (Edexcel)
- **In Year 10 and 11:** IGCSE English as a Second Language and IGCSE English Language and Literature
- **In Year 12 and 13:** IELTS (the International English Language Testing System).

We also help EAL students to follow the academic curriculum by developing their subject-specific academic English language skills. This is done by ongoing liaison between EAL teachers and the subject teachers.

In lessons we focus on developing students' language skills and proficiency by:

- implementing appropriate strategies to ensure that EAL students are supported in accessing the full curriculum;
- providing a range of teaching materials that highlight the different ways in which English is used, including English for academic purposes;
- using technology to foster a meaningful learning environment;
- encouraging students to transfer their knowledge, skills and understanding of one language to another;
- monitoring progress systematically and ensuring that EAL students are set appropriate and challenging learning objectives;
- carrying out critical evaluation and reflecting on current progress of our academic programmes.

EAL teachers support language development through informative feedback on spoken and written language to ensure that students are able to use English confidently and competently. We promote language and study skills that enable EAL students to become independent learners.

We recognise the important role that all teachers play in developing English language acquisition. As language development is key to the success of EAL learners, the EAL teaching team supports subject teachers in order to embed language development across the curriculum, and to promote progress and attainment in each student's main subjects.



PRE-ARRIVAL ASSESSMENT

All international students for whom English is not the first language will have their English language level assessed prior to being offered a place. All students are interviewed and an additional interview is carried out by the Head of English where required. Exceptions will be made only where the College 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.

The College uses the Oxford Placement Test (OPT), an online assessment test created for schools by Oxford University Press. The test is taken online under supervision. Results include CEFR level (Pre-A1 to C2), a score out of 120, and the time taken.

The College also accepts IELTS qualifications for Year 11 and 12 entry.

ENTRY REQUIREMENTS

International students are required to have minimum levels of competency in English Language to pursue courses offered by Oxford International College, Brighton.

All students must satisfy the minimum requirements set by UK Visas and Immigration.

In addition, for entry to

- our A Level programme must normally have an overall level of IELTS 6.5 or equivalent
- our GCSE programme must normally have an overall level of IELTS 5.5 or equivalent.
- Year 10 students must normally have an overall level of IELTS of 5
- Year 9 entry a minimum of IELTS 4.5

In some cases, students who fall just below the required level may be admitted on the condition that they attend additional Academic English Pathway (AEP) classes along with their GCSE or A Level programme.

SUPPORT

IELTS CLASSES FOR A LEVEL STUDENTS

Year 12 students attend a minimum of three weekly IELTS classes until they achieve a 7.0 or above in each component and a 7.5 overall.

Year 13 students attend a minimum of three weekly IELTS classes until they achieve the English language requirement for their chosen university courses.

Students are entered for an IELTS exam at the appropriate time. The College arranges for the IELTS exam to be run onsite during the Summer term; students can choose to take the exam at another time and venue if preferred.

ENGLISH CLASSES FOR GCSE STUDENTS

GCSE students are assessed before they arrive to determine if they will follow the IGCSE programme in English as a first or second language. The Head of English carries out interviews online.



EAL SUPPORT ACROSS THE CURRICULUM

All teachers are expected to give special attention to the language element of their subjects, checking whether basic English language errors will affect learning and performance. They are encouraged to liaise with the English Department and the Deputy Principal Academic regarding any requirements for further support. Teachers have access to the CEFR levels of their students to support their planning.

FURTHER INFORMATION

For further information about English as an additional language at OIC Brighton please speak with the Principal.