



Framlingham

COLLEGE

Prep School

WELFARE FOR ESL PUPILS

RESPONSIBILITY	DEPUTY HEAD ACADEMIC
DATE REVIEWED	MAY 2022

General Statement of Intent

All ESL pupils at Framlingham College Prep School, regardless of age and ability, should be provided with the necessary support to access all areas of the school curriculum, and should be encouraged to integrate as fully as possible within the school community – both during the school day and boarding time. It is desirable that they leave the Prep School not only with enhanced English language skills and wider vocabularies but also a greater appreciation of English life and customs and some familiarity of the British Isles.

Initial assessment

Assessment of ESL pupils normally takes place prior to their acceptance at the Prep School. This takes the form of a range of exercises designed to assess their reading comprehension and writing skills as well as their grammatical competence. This initial assessment is further supported by their school reports and grades.

All new pupils arriving at the Prep School will complete the CAT4 for their age group as well as the WRAT assessment. This gives us important information regarding their strengths and weaknesses and assists in allocating appropriate academic groupings.

Further assessments of ESL pupils in Years 6, 7 and 8 are available using the appropriate Cambridge English for Schools Assessment for their age. These assessments test pupils on a variety of grammatical structures, question forming and reading comprehensions. In addition to this each pupil has an informal oral assessment to ascertain their level of oral fluency and pronunciation in English. Each pupil is also asked to compose a letter about him or herself giving details of their families, homes, hobbies, what they have done in the holidays and so forth. Such a letter highlights the strengths and weaknesses of a particular pupil and will aid target setting. Younger ESL pupils (Years 3, 4 and 5) sit the Cambridge Starter tests which assess the four main skills of reading, listening, speaking and writing. They are also given a brief oral assessment to ascertain their level of oral fluency and pronunciation in English.

Further assessments

ESL pupils in Years 6 and 7 complete regular short assessments during the course of the school year and a more rigorous assessment towards the end of the Summer Term. The major assessment comprises an oral assessment and examination papers testing reading and aural comprehension skills, grammatical competence and writing skills.

Long term ESL pupils sit the CAT (Autumn Term), NGRT/NGST/PTM/PTE assessments (Spring/Summer Term) in order to establish their reading, spelling and maths ages. This is useful information as their cognitive ability may well be masked by their lack of competence in English.

Some ESL pupils who spend a year or more with us at the Prep School work towards the internationally recognised PET examination – the Preliminary English Test towards the end of Year 8. They complete preparation work for the PET during part of their ESL lessons and Preps.

ESL pupils will be reassessed at regular intervals and at the end of their stay with us. Records are kept by the Head of ESL.

ESL Provision and materials

Usually, ESL pupils have two timetabled ESL lessons every week and two ESL Preps. ESL pupils in Years 7 and 8 currently follow the highly acclaimed Longman New Snapshot series which provides them with a solid grounding in English grammar and a wide range of vocabulary and idiom. The Snapshot books also contain a variety of task-based activities, songs and authentic dialogues for pronunciation practice. In addition to this, depending on pupil need, another excellent resource that may be used is 'Life Elementary'. Directed writing and mini cultural projects also form an integral part of the series. Pupils complete a range of comprehension and grammatical tasks from the accompanying Booster books. In addition to this ESL pupils' complete units in their individual grammar workbooks from the Cambridge Grammar Works series and have individual reading books. All pupils encouraged to read as much English outside of the classroom, to help boost their vocabulary, grammar and general language skills.

A variety of other ESL resource books and textbooks are used on a regular basis to stimulate class discussion and to widen vocabulary. Pictures from newspapers and magazines can prove extremely stimulating and provide a good starting point for written work or promoting critical thinking.

ICT is used for consulting websites, grammar practice exercises (e.g., English Grammar in Use) and project work. Pupils are strongly encouraged to adapt text that they locate online and to beware of copying and pasting chunks blindly onto their documents. It may also be used for pronunciation practice.

Cross-curricular support

Specific advice is provided for members of staff for ESL pupils as and when needed and requested.