



English as an Additional Language (EAL) Policy

Introduction

The term EAL is used when referring to students who come from a language background other than English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs of EAL students in terms of not only promoting their mother tongue but also in helping them to achieve the highest possible academic standards. This policy refers to both Primary Years and Senior students and should be read with the TISB Inclusion Policy.

Aims

- The aim of this policy is to ensure that we meet the needs of the students who are learning English as an additional language
- To welcome and value the diversity that students with EAL bring to the school
- To support and develop student's abilities to communicate effectively in a language which is not their first language
- To be able to assess the skills and needs of students in EAL and to give appropriate provision throughout the school
- To help EAL students to become confident and fluent by developing their skills in speaking and listening, reading and writing in order to fulfil their academic potential
- To enable students to successfully undertake their studies in all subject areas
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning
- To ensure that the support for EAL students supports the philosophy and outcomes of the PY, Middle Years curriculum, IGCSE[CAIE] and IBDP Programmes

Strategies

- Offer an inclusive curriculum with appropriate support which will enable students to reach their full potential.
- Ensure students spend majority of their day in the mainstream classroom because inclusion in the mainstream classroom provides a language rich environment. Further, they learn better when they are exposed to authentic classroom language.
- Support EAL students in subjects they are having difficulty with and help them with more general study skills.
- Use collaborative learning techniques to enhance classroom teaching.
- Offer differentiated work for EAL students for lesson planning.
- Liaise regularly with all teachers involved in teaching EAL students.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging objectives.
- Share Individual Educational Plans with all academic staff through the Inclusion Manager within iSAMS

Identification of EAL students

- All prospective students take a written assessment (except for PKG, KG1 and Lower Grade 1) followed by a formal interview (personal/telephone/Skype)
- Information on potential EAL students is normally obtained from parents via the admission process and some

offers may make EAL support a condition

- Parents must respect TISB's professional judgement if the recommendation is that a student will not reach their academic potential without EAL support
- Continual assessment of a student's academic progress may indicate a need for EAL support
- Requests for EAL support from a student, their parents or by a student's teachers can happen if a need arises

? **Teaching groups and lessons**

- Primary students with little or no English go through an introductory English programme.
- Students in PKG, KG and LG1 go through an immersion programme.
- Students UG1 and Grade 2 come out of some of their regular lessons to receive EAL lessons.
- Students in Grades 3-10 receive EAL lessons during their Modern Language lessons.
- Students in Grades 11 and 12 may receive EAL support during their supervised study lessons.
- All students receive a maximum of 5 lessons per week in primary, 4 lessons from Grade 6, 7, 8 & 10. Grade 9 students receive 5 lessons and Grades 11 and 12 students receive between 2-3 lessons.
- Lessons are conducted on an individual basis or in small groups based on timetable constraints and student numbers.
- Students who have been identified as no longer needing EAL may have the option to do a Modern Language and in consultation with the grade coordinator and subject teacher.
- Close links are maintained with all subject departments with regard to academic needs of the students and the students' needs are discussed regularly in order to make support lessons as relevant and useful as possible. Evidence of this monitoring is recorded on the Individual Educational Plans

? **Assessment and reporting**

- Upon their arrival at school, students are administered Cambridge ESOL diagnostic tests and are observed by the EAL teachers for the first few weeks to ascertain the right Common European Framework of Reference for Languages (CEFR) level.
- Along with the school assessments the EAL students in Grade 6-9 are also prepared for Cambridge ESOL Exams. These exams are conducted at TISB by Cambridge Exams Officers. They are the international standard used to describe language ability. This makes it easy to see the progress students are making in English, and for educational institutions to recognise a student's ability when they apply for higher education courses.
- EAL department follows the school's assessment policy reflecting achievement and commitment in terms of letters and numbers.
- End of term reports are sent to the parents or guardians. These reports give an insight into what the students have done throughout the term, how they have progressed, scope for improvement, class participation and their attitude in class.

? **Partnership with parents**

- The school ensures that there is a constant dialogue between the parents and teachers, during the entire process of learning that takes place until the completion of the course. The collaborative effort of the parents and the teachers goes a long way in assisting EAL students to keep pace with learning in class. Periodic meetings are scheduled to collectively monitor the progress and performance of these students in various assessments. These meetings also serve as platforms to discuss the nature of inclusive arrangements* that need to be made for assessments and any other related issues.

*Please refer to the TISB Inclusion Policy

