



# Policy For English as an Additional Language

Reviewed November 2020

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

*The EAL programme at Riverside is designed to identify and support students whose primary language is not English. Our staff team works with all students, helping them to adapt to their new environment as well as their academic courses. We are dedicated to preparing them to become independent learners and both inside and outside of the classroom.*

*Riverside School recognises the need to provide equal educational opportunities for all students in the school. Therefore, if a student is new to 'English' as a language, then the school shall take appropriate action to enable the student to participate fully within the school curriculum and school community.*

*Students who have limited English proficiency are identified, assessed and provided appropriate services. Riverside School directs the EAL department to develop and implement language instruction and support programmes that:*

- 1. Appropriately identify students who require specialised EAL support.*
- 2. Devise programmes of study that meet the needs of the students.*
- 3. Assist with the differentiation of resources developed by class and subject teachers.*
- 4. Continually assess, monitor and evaluate the development and progress of the students.*
- 5. Consult and review with the staff team to decide when a student no longer requires specialist support  
\*(please see Appendix)*

*Riverside School regularly reports the progress of EAL students to parents through written reports and Parent Consultation evenings. Parent involvement is encouraged and the cultural identity of our families is valued.*

*Students who are learning English as an additional language are recognised as having diverse needs, which need appropriate support (as stated in point 6 of the Inclusion section of the British National Curriculum). Riverside School seeks to follow the recommendation in the British National Curriculum that: "Teachers should take specific action to help pupils who are learning English as an additional language." We seek to achieve this by developing our students in the following areas of language learning and use: listening, speaking/talking, writing and reading and ensuring that they are able to access the schools' curriculum.*

# RIVERSIDE SCHOOL EAL PRACTICE

## Early Years and Primary School

### 1. Planning and Teaching

- EAL support will mostly take place outside a student's regular classroom, although some support may be given in class when deemed necessary.
- Students will usually be taught in small groups (ideally 4-6 students) and organized depending on age and ability.
- Individual instruction may be given for specific needs.
- EAL support is available from Reception class onwards.

#### **EAL Time Allocation**

- Students in Reception will receive a minimum of 20 minutes of daily group instruction. Additional support in the classroom is provided as needed.
- Students in Key Stage 1 receive an average of 30 minutes daily instruction.
- Students in Key Stage 2 receive an average of 40 minutes daily instruction.
- Special attention is given to absolute beginners or students that know very little English. Key Stage 1 students will receive a minimum of 40 minutes daily instruction and Key Stage 2 students will receive a minimum of 60 minutes daily instruction.

EAL lessons are planned using published schemes of work (see resources) and topics covered in their regular classroom. In addition to EAL lessons, classroom teachers will

- differentiate work activities or adjust learning targets from students as their English improves
- focus on the strengths of a student so they can improve their skills, strengthen their self esteem and experience success
- provide reading materials for a student based on their ability
- be clear with instructions, making full use of visual aids
- set homework appropriate for ability

### 2. Entering and Exiting the EAL Programme

#### **Entering Criteria**

Students referred to the EAL program will be assessed in several ways.

- Students will be observed in their classroom by the EAL teacher. Assessments will be made regarding their use of the language and evidence of comprehension.
- Students will be met with individually or in small groups. They may be asked to retell a story or answer open-ended questions to assess their speaking and listening skills.
- Unaided writing samples will also be used to assess Key Stage 2 children.

The EAL teacher will then conference with the classroom teachers to discuss the strengths and weaknesses of each child. For Key Stage 2 children, oral reading and reading comprehension skills should also be discussed before placing children into groups which best fit their language needs.

### **Exiting Criteria**

EAL students' progress will be assessed on forms updated each term and compared to reading, writing, speaking and listening skills on the EAL assessment rubric.

**Reception** students exiting the EAL program should understand most spoken language and respond appropriately for their age. They should speak with near native fluency with occasional grammatical errors or hesitations that do not interfere with meaning. They should be assessed at a level 4 or 5 on the EAL Speaking/Listening Rubric.

**Year 1-2** students exiting the EAL program should understand most spoken language and participate in both social and class discussions. They should speak with near native fluency with occasional grammatical errors or hesitations that do not interfere with meaning. They should be assessed at a level 4 or 5 on the EAL Speaking/Listening Rubric.

**Year 3-6** students exiting the EAL program should understand most spoken language and participate in both social and class discussions. They should speak with near native fluency. Occasional grammatical errors or hesitations should not interfere with meaning. They should be assessed at a level 4 or 5 on the EAL Speaking/Listening Rubric. They should also have appropriate skill development in both reading and writing. For **years 3 and 4**, this should be a level 3 or 4 on the EAL Writing Rubric, but at least a 4 on the Reading Rubric. For **years 5 and 6**, this should be a level 4 or 5 for both reading and writing. The reading and writing assessments should be completed with the input of the classroom teacher. These students may continue to receive extra support from their classroom teacher in reading and writing. This may include any programs offered to EAL students, such as RAZ Kids.

### **Before the decision is made to exit a student from the EAL program**

A meeting will take place between the EAL teacher and classroom teacher to discuss the whole development of the child. Any concerns should be noted. The teachers should then work together to write a list of recommendations to ensure the student's future success in his/her classroom. These recommendations should be written on the exit form.

The EAL teacher will communicate with the parents of the exiting child to be sure that they are in agreement with the plan for their child. The EAL teacher will review the recommendations with the parents before the exit form is signed. The parents will be assured that the classroom teacher and EAL teacher will stay in close contact to monitor the child's progress.

When there is a question regarding a student's need for SEN versus EAL support, a meeting will take place with the aforementioned teachers as well as the SEN coordinator and possibly a member of the SMT.

If a child is exited and is SEN, they must be working on an IEP that has targets that better match classroom support than EAL. The parents should then meet with the SEN coordinator, the EAL teacher, and the classroom teachers to discuss these goals.

### **For all students exiting the EAL program**

The classroom and EAL teachers should review the recommendations stated on the EAL Entry/Exit form and stay in close contact to monitor the child's progress for at least one term following exit. EAL teachers should be sure that new teachers are aware of the recently exited students' recommendations.

### 3. Resources

EAL instruction is based on published textbooks and activity books and supplemented by audio CDs, story cards, flashcards, board games, online videos and other online resources. The instructional materials chosen for each student are determined by:

- The age of the student and the age appropriateness of the material
- The student's ability to read in another language

Current published materials used in the EAL programme include:

- Incredible English series suitable for Reception (age 4) to end of Year 2 (age 7)
- Oxford Grammar series suitable for end of Year 2 (age 7) and above
- Primary Activity Box suitable for all years, starting from Reception through to Year 6

EAL resources are located in the EAL classrooms

In addition to the use of published materials, the EAL teacher may use additional materials to accommodate the academic needs and interests of a particular student or group. When a student is unable to access their classroom curriculum due to a language deficit, the EAL teacher may cooperate with the classroom teacher to help the student with a specific topic. In such cases, the teacher will create or seek out appropriate materials.

### 4. Monitoring Progress

As EAL students attend lessons on a daily basis, their progress is closely observed by their teacher. Written work and class participation is closely monitored and immediate action is taken to address any concerns.

All students are assessed at least twice a year according to the EAL assessment rubric. Early Years students' progress may be monitored on the Devon County Council Observation of EAL Development. Groups can be rearranged as students progress throughout the academic year in order to maximize the effectiveness of EAL instruction.

In addition to the formal assessments, ongoing assessment may include:

- monitoring of daily EAL class work
- observation of class participation for listening and speaking
- quizzes or tests

When there is any concern regarding a student's progress, the EAL teacher should also communicate with that student's classroom teacher to monitor his/her progress in their primary classroom.

### 5. Future Developments

These are identified annually by the coordinator in the subject development plan.

Currently, the EAL teachers are working to establish a better network between the four Riverside sites. They aim to meet at least twice per year to compare notes, share resources, discuss developments and discuss continuing students to ensure smooth transitions for the children.

# JUNIOR HIGH: Year 7 – Year 9

## 1. Planning and Teaching

- *Beginner learners of English will be withdrawn for EAL lessons from Modern Foreign Languages and supported in core subject English lessons (6 x 40 minute lessons plus in class support).*
- *Pre Intermediate and Intermediate learners of English will be withdrawn from Modern Foreign Language lessons. (6 x 40 minute lessons).*
- *Upper-Intermediate and Advanced learners of English can continue to have EAL support and take another Modern Foreign Language or Creative Arts option (3 x 40 minute lessons).*

*The majority of EAL Students will make a gradual transition through the developmental stages mentioned above.*

**Lessons** are engaging, relevant, encourage independent learning and focus on critical thinking skills in English. All resources are designed to enhance learning and add elements of authenticity to the language. Students focus on the four language skill areas: reading, writing, speaking/talking and listening.

*In addition to EAL lessons, subject teachers will work with the EAL teachers to differentiate work activities or adjust the learning targets for students as their English improves focus on the strengths of a student so they can improve their skills, strengthen their self-esteem and experience success*

- *provide materials for a student based on their ability*
- *be clear with instructions and make full use of visual aids*
- *set homework that is appropriate and meets the needs of the student*

## 2. Entering and Exiting The Junior High EAL Programme

### **Entering Criteria**

*Students new to Riverside School are assessed prior to or upon their entry by; oral interview, previous school's assessment and reports, plus students are expected to sit a general skills based assessment upon arrival. After the initial assessment they are classified as:*

1. *Beginner*
2. *Pre-Intermediate/Intermediate*
3. *Upper Intermediate/Advanced*

### **Exiting Criteria**

*Students generally remain within the EAL programme for a maximum of two years. Before a student can exit the programme, the EAL teacher will meet with a member of the Junior High Leadership Team. Together they will consult all teachers and gain an understanding of the proficiency of the student in all subject areas. In consultation with; parents, student and teachers, a decision will be made as to whether a student can exit to study another Modern Foreign Language and/or Creative Arts.*

## 3. Resources

*Riverside Junior High School currently uses a variety of resources to support the EAL programme. The framework of the programme is shaped by the needs of the students and the demands of the school curriculum in other subject areas.*

## **4. Monitoring Progress**

*Assessment is continual; formative and summative. Progress is reported to parents formally (Termly Reports) and informally (Parent Teacher Consultation Evenings) progress is also continually monitored by the EAL teacher to ensure assessment for learning is current and relevant.*

## **5. Future Developments**

*Riverside Junior High School seeks to provide a secure and affirming environment where students can enjoy a positive EAL learning experience and a sense of achievement.*

*Future Developments are identified annually by the coordinator in the subject development plan.*

*Currently, all EAL teachers are working to establish a cohesive network between the four Riverside sites. They aim to meet at least twice per year to share; good practice, resources, professional development opportunities and to discuss the transitions for the students who are moving between sites/Key Stages.*

# SENIOR HIGH

*Students in Grades 9 (Year 10) and Grade 10 (Year 11) are given the option of following the Cambridge IGCSE English as a Second Language course instead of participating in the school's Modern Foreign Language programme.*

- *Students are taught for four 40 minutes periods per week as part of a mixed ability group.*
- *Students will normally attend the First Language English classes but be assessed internally.*
- *Students who have not reached at least the Intermediate level by the start of Grade 9 (Year 10) may be withdrawn from English First Language Classes for extra language support.*
- *Some students who have not previously studied at English Medium schools may enter the system at Beginner Level. Riverside accepts that, while this is not an ideal situation, parental moves often occur at inconvenient times in expatriate communities. Consequently the school will seek to accommodate students who have no alternative choice of international school.*

*Such students will not attend the English as First Language class at all, but will follow an intensive English Language course.*

*As far as possible, they will be provided with a modified programme in the general academic classes.*

*At very least they will be encouraged to learn subject related vocabulary and terminology and where possible they may be assisted in accessing the material being studied on suitable websites in their own language.*

## **Grade 11 (Year 12) and Grade 12 (Year 13)**

- *Students in Grade 11 (Year 12) and Grade 12 (Year 13) may be ready to exit the EAL programme. These students would be able to take English Language and Literature as their Group 1 Language option and a MFL course as their Group 2 option.*
- *Other EAL students will take English B at their Language 2 option and their First Language (by self-study), as their Group 1 option.*
- *Students who are not first language English Speakers and who wish to study at universities in the U.S.A. need to pass the TOEFL test and students requiring a visa to study in the U.K. require the IELTS qualification. Guidance and advice will be given to these students.*

## **EAL Students and Assessment**

*Students need to feel that they are making progress. Assessment through an initial interview and testing enables both the student, their family and the EAL teacher to know the level of English already attained.*

*Assessment is continual; formative and summative. Subsequently, the students are tested regularly, using the progress tests which accompany the course books (in the case of students who are working towards the Intermediate level), or in IGCSE or IB level practice tests and exams.*



# OUR WHOLE-SCHOOL POLICY

**The EAL coordinators for each school site/phase will meet each term to share resources, ideas and experience. They will also ensure that the following is upheld.**

1. *Our school policy for teaching EAL is based on accurate knowledge of students' needs and attainments – and includes ways of monitoring the effectiveness of overall provision.*
2. *Students learning English as an additional language are entitled to benefit from the full curriculum and teachers need to be aware of teaching English as well as subject content.*
3. *All teachers should structure lessons and use language in ways that support and stimulate development in English to meet the specific needs of students learning English as an additional language.*
4. *The school's resources should be organised carefully to meet student needs and used to support teaching EAL.*
5. *The school's assessment policy should link statutory assessment with any additional assessment of students' acquisition of English to provide accurate recognition of students' attainments, progress and needs. All teachers should structure lessons and use language in ways that support and stimulate development in English to meet the students' needs.*

*A copy of this document will be made available to teaching staff and an additional copy to parents upon request. Comments from members of the school community are welcome, to assist with the development of EAL teaching at Riverside School. These comments should be directed to the EAL coordinator responsible for each site and phase of development.*

**Next Review** *This policy is to be reviewed in November 2022*

# \*APPENDIX

## ***Junior High and Senior High Schools***

*EAL students' progress will be formally assessed and reported each term.*

*A meeting will take place between the EAL department and subject teachers to discuss the linguistic competence of the student, their academic and social progress and whether they can be released from the EAL programme to take an alternative Modern Foreign Language or Creative Arts option (JH)/First/Second Language IGCSE/IB (SH).*

*Parents/carers will be informed of the student's progress and of the recommendations from the staff team. Collectively, they will decide the most appropriate option for the student.*