AIS English as An Additional Language Policy 2022/23

Definition of English as Additional Language Learners

At Atherton International School (AIS), we have many English language learners whose mother tongue is not English. These children will be referred to as *English as an Additional Language (EAL) learners*. AIS creates an inclusive environment for those that are learning, or have learned, multiple languages. Children who do not speak English as their first language and are developing their proficiency in engaging and performing at the same level as their fluent, English speaking classmates, will receive EAL support.

Aims

The aims of the AIS EAL program are as follows:

- Students will develop proficiency in English as quickly as possible to enable them to effectively participate in mainstream academic activities.

- Students will develop confidence and the skills necessary to become fully integrated in the social life of the school.

- Staff will provide support for the social and emotional needs of EAL students.

- Class teachers and EAL Support teachers will collaborate on lesson planning to reinforce, support, and differentiate class work and home learning, so that the lesson learning targets are made achievable by all students.

Programme

The EAL program at AIS is designed to support students who need assistance to access the curriculum due to their English proficiency. Our program is set up to support students to learn through the medium of English, and not necessarily to teach the English language. The main form of EAL support at AIS is provided during regular class time and through pull out sessions as required.

The EAL Support Team 2022:

*Every teacher and learning assistant at AIS is a teacher of EAL.

Staff with specific responsibility for EAL

Mr. Joel Camino - Head of Learning Support

Ms. Suwon Lee - EAL Support Assistant

Other support staff may be deployed as required to support EAL learners.

EAL Support

EAL support is available to children from Year 1 to Year 11. Children in the Early Years will not be considered for EAL classes, as language development is at an early stage for all of the children at this age. EAL support may be in class 'push in' or 'pull out'.

In-class Support

The EAL teacher/EAL Support Assistant supports class teachers to teach in regular class periods, giving students the opportunity to learn and engage with the everyday curriculum.

Before entering the classroom, the EAL teacher/EAL Support Assistant and the class teacher plan a differentiated lesson to ensure that the lesson learning targets and home learning are made accessible to all students.

The differentiation for the EAL students is planned in collaboration meetings that are reflected on the timetables of both the EAL teacher and the class teacher.

Pull-out

Some students may need to receive intensive pull-out sessions in order to learn basic English skills or to boost their confidence in English.

The aim of pull-out lessons is to help students rapidly attain an English proficiency that will allow them to access the curriculum. In these small group sessions, students are given more opportunities to practice and gain confidence in the four skills of listening, speaking, reading, and writing.

Bell Foundation Placement

AIS uses the *Bell Foundation (U.K.)* model for initial assessment, which is fully integrated to cover reading, writing, speaking, listening and overall literacy skills. The *Bell* model helps the Admissions Team to accurately assess the social and academic language skills of English language learners on arrival at AIS.

Phases

The Bell Foundation Assessment places students into 1 of 5 bands.

At AIS these bands have been grouped into four levels.

AIS / Bell Foundation EAL Comparison					
AIS Level	**Level 1**	**Level 2**	**Level 3**	**Level 4**	
	Beginner EAL	Intermediate EAL		Advanced EAL	
Bell Band	**Band A**	**Band B**	**Band C**	**Band D**	**Band E**

Each level receives varied forms of support arising from the results of the Bell Foundation Assessment:

- *AIS Level 1* students require pull-out sessions to boost their English language skills to allow them to function in class and follow the curriculum. These sessions will be provided daily. Students in Level 1 do not attend Korean Language lessons. Students in Level 1 will have pull out sessions during IPC/IMYC time. Students in Level 1 will read every day with an adult. Students in Level 1 will receive **daily** speaking and listening activities and well as vocabulary building sessions, handwriting and spelling. Students in Level 1 will receive in class support during mathematics lessons.

- *AIS Level 2 and 3* students receive varied amounts of in-class as well as inclusion pull out support (based on individual needs and school resources). Students in Level 2 and 3 do not attend Korean Language Lessons. Students in Level 2 and 3 will receive daily pull out sessions in a small group. These students will also read every day with an adult. Level 2 and 3 students also complete speaking and listening activities, spelling and handwriting in small group pull out sessions **3 times a week.**

- *AIS Level 4* students will be supported by the EAL teacher or the EAL Support Assistant in the classroom. They will receive support through differentiated lessons designed by the class teacher. This level is designed to see EAL students exit the AIS EAL Program.

Assessment

EAL support for a student is the outcome of an analysis of the student's language proficiency by the classroom teacher and the EAL Support teacher in which they consider the Bell Foundation Assessment Tool, standardised assessment (or an in-house assessment tool as an interim measure), classroom observations, assessments, and additional data if available.

Entry into the EAL program is as follows:

Applicants are screened through:

- A student profile completed by parents which is part of the AIS Application Form to show the student's prior language learning experience. The wording has been updated to help the school know what proficiency of English the child has actually reached. The SLT and EAL Team read these application forms once they have been notified by the main office that a new child wants to join AIS.

- New students are then placed into an AIS EAL Level for support.

- Discussion with the class teacher will take place monthly or more frequently, based on ongoing observations.

- Students are re-assessed against the Bell Foundation Assessment Framework at the end of each half term and their EAL Level placement for the next half term confirmed.

Exiting the EAL program is as follows:

The EAL Team give consideration to:

- The assessment of the EAL Support teacher.

- Where relevant, consultations with the classroom teacher and Learning Support teacher.

- Bell Foundation Assessment Framework results.

Implementation of this Policy:

To help AIS implement this policy:

- EAL Teachers maintain familiarity with the core curriculum in the supported student's Year Group.

- EAL teachers and class teachers will meet at least fortnightly, well in advance of the lessons, to actively plan lessons with EAL needs kept in mind.

- EAL Teachers, EAL Support Assistants and class teachers will continuously collaborate on differentiated instruction for EAL students; this includes daily lessons, activities, home learning, projects, and assessments.

- Class teachers stay as close as possible to their timetable as posted in the whole school timetable.

EAL Learners and Standardised Testing

AIS Levels 2, 3 and 4 EAL learners are asked to take end of year standardised assessments such as the ISA Progress Test in Maths and the ISA Progress Test in English and GL Assessment PtE and PtM.

EAL students reaching the end of AIS Level 1 may be asked to participate depending on their age and academic language proficiency.

As a "passionate learning community", AIS is proud to offer English Language lessons for parents and also Business English lessons to the staff of local companies.

Associated Documents:

Bell Foundation EAL Assessment Framework:

https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/

EAL Resources from Bell Foundation:

https://www.bell-foundation.org.uk/teaching-resources/

EAL Resources British Council:

https://www.britishcouncil.org/school-resources

Document History

Action	Date	Responsible
Document revised and updated	2016	Duckyoung Becker (EAL Leader for Learning)
Document revised and updated	January 2018	David Coates
Document revised and updated, section on EAL learners and standardised testing added	March 2019	David Coates (EAL Leader for Learning)
Document checked for accuracy and updated (section on staffing removed) Pull out sessions changed from LA to regular class time	March 2021	David Coates and KH
EAL sessions may be taught by TA's in collaboration with VL	September 2021	KH
Name change and logo updated	September 2022	Graham Horton
New assessment framework added. New AIS EAL Bands included. EAL Band student entitlement added. Added staffing. Added Assessment and resource links.	September 2022	Graham Horton