# English as an Additional Language Policy

| School Vision, Mission and Core Values |
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| **Our Vision** |
| Providing world-class education |
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| **Our Mission** |
| To empower students with a holistic, rigorous and international education for success in an ever-changing world |
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| **Core Values** |
| Achievement \| Collaboration \| Innovation \| Integrity \| Respect \| Responsibility |

**Adopted:** August 2019

**Last Revised/Amended:** October 2021, January 2023, October 2024

**Next review:** September 2025

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| **CEO/Board** | **Principal** |
| **Head of Primary School** | **Head of Secondary School** | **Other relevant staff** |

## Policy Statement

The Raffles International School community is comprised of over 80 different nationalities. We are a fully inclusive school which values the diversity of our student body. With this diversity comes a rich language tapestry with students speaking many tongues. As the majority of the curriculum at RIS is taught through the English language, we prioritise the acquisition of the language for students for whom English is an additional language. Students identified as EAL make rapid language progress at RIS and support is both bespoke and targeted to ensure accelerated language acquisition.

## Policy Objectives

This policy sets out the RIS aims, obligations, objectives and strategies for the assessment of, planning for and teaching of pupils who have English as an Additional Language (EAL).

## EAL Programme Goals

The EAL programme is designed to provide academic and social support for non-native speakers of English so they may participate fully in all aspects of school life.

**Student focused goals:**
- To accurately assess the skills and needs of students with EAL
- To provide balanced instruction in the areas of listening, speaking, reading and writing
- To provide a low-risk yet challenging learning environment that promotes self-esteem and independence
- To provide adapted instruction in the mainstream classroom
- To provide for different proficiency levels via pull-out and in-class support as appropriate
- To monitor EAL student progress in order to make decisions about progression
- To promote bilingualism, social contacts and cultural understanding by providing peer and teacher buddies for students
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages. This includes having mother tongue books in the library, having buddy systems in place and providing mother tongue classes for students, acknowledging the diverse cultural values that our student body bring to our school, celebrating different languages spoken by our student body, celebrating International Day.

**Parent centered goals:**
- To advise parents on how to support language learning via the EAL handbook.
- To ensure that parents understand the British education system.

**Teaching and Learning at RIS: Provision for EAL students**

Foundation years

The school curriculum helps students learn English by:

- Building on students' experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- Providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.
- Teachers and assistants refrain from talking to students in an abstract manner but instead talk about what is concrete and that the students are experiencing.
- The daily repetition of stories and rhymes in circle time offers time for the students to absorb a rich experience of spoken English.

Classrooms: Years 1 - 12

All teachers help students learn English by:

- ensuring that students make use of their translated dictionaries in class in Secondary School and that students make use of google translate and translation apps in Primary School
- ensuring a cohesive approach to assessment (making use of multiple choice and translated exam questions)
- acknowledging the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class and working to accelerate this for our students
- recognising the students' mother tongue and allowing the student to communicate in their first language if necessary and possible.
- encouraging students to contribute and give more than one-word answers through skilfull questioning and scaffolding
- recognising that EAL students may need more time to process answers.
- accepting that the student may experience a 'silent' period and not forcing the student to participate if they are unwilling
- understanding student's abilities and needs in English. Using this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping.
- planning adapted work for EAL students and setting appropriate and challenging learning objectives
- ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- encouraging students to transfer their knowledge, skills and understanding of one language to another.
- seating EAL students with suitable 'buddies'.
- ensuring classrooms are socially and culturally inclusive.
- ensuring that all achievements in the acquisition of English, however small, are acknowledged and praised.
- Specific instruction of Tier 3 (subject specific vocabulary) during lessons

- Year 7-11 specific instruction of Tier 2 words (high frequency words)
- Make use of appropriate data, such as CAT4 to ensure the curriculum in all subjects is suitably challenging at a bespoke level, ensuring EAL status never leads to reduced challenge.

EAL Classroom: Years 1 - 12

EAL teachers:

- provide support to mainstream teachers of EAL students by sharing EAL strategies/learning theories and methodology with them via group/individual PD
- provide EAL student profiles with student specific strategies for teachers to plan learning experiences successfully and monitor progress through data and tracking folders
- advise and support class teachers in selecting and adapting resources to address the needs of EAL pupils in mainstream subjects (e.g. graphic organizers, graded resources, table mats, academic English key words etc.)
- collaborate with subject specialists on Academic English requirements for older students who have profound needs in secondary school.
- inform parents/caregivers on ways to enrich student's English language learning outside the school environment via the EAL Handbook.
- Teach students with EAL in either pull out or in class support lessons using robust EAL pedagogy to ensure accelerated acquisition of English.
- report on students' progress at the end of each term.
- create a tracking folder for each student.  This folder will be used to collate all details on the EAL learner and will move with the student as the student progresses through the EAL programme.

Leadership:

- Tailor the curriculum and specialist support where necessary; to ensure adequate provision is made to develop English in as short a time as possible whilst ensuring all students follow the full school curriculum as much as is reasonable.
- In Primary, provide in class EAL support when necessary.
- Ensure all involved in teaching EAL learners liaise regularly to share best practice.
- Ensure relevant information on students with EAL is passed on to all staff.
- Ensure training on planning, teaching and assessing EAL learners is accessed by all teaching staff.
- Ensure EAL learners receive adapted instruction to meet their needs.
- Ensuring mainstream subject teachers are aware of and cater for the needs of EAL learners in their classroom.

This policy should be read in conjunction with

- Teaching and Learning Policy
- Assessment Policy