



British International School
of Ljubljana
an Orbital Education School



EAL

(English as an Additional Language)

Policy



Introduction

The British International School of Ljubljana is a community of resilient, respectful lifelong learners which offers a safe, supportive and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At BISL we are committed to providing all learners with high quality learning experiences that lead to a consistently high level of student achievement and attitude.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its Vision Mission and Values.

Vision, Mission and Values

Our Vision

We aim to inspire lifelong learners and caring global citizens, in a community where everyone feels encouraged, supported and challenged.

Our Mission

We provide a **high-quality British style international education** in English, balancing tradition and innovation.

We aim to be the internationally recognised, **outstanding educational choice** for families in the region.

Our passion is creating a **positive, safe and nurturing learning environment** in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people.

We will endeavour to **create opportunities** to develop creativity, collaboration and critical thinking skills through an **inclusive and personalised experience**.

Our Values

Excellence - We strive for excellence in everything we do.

Respect - We learn at school by showing respect to everyone in the community

Responsibility - We are engaged, promoting actions and behaviours that support a sustainable future.

Integrity - We are transparent, honest and ethical in all our relationships.

Compassion - We are kind and caring, encouraging everyone to succeed.



English as an Additional Language (EAL) provision

1. INTRODUCTION:

EAL at BISL is defined as per the UK's Department for Education's definition, which states that "a pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English."¹

EAL students, ranging from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and achieving their full potential. Research has shown that conversational aspects of proficiency reached peer-appropriate levels usually within about two years of exposure to English, but a period of 5-7 years was required, on average, to approach grade norms in academic aspects of English (e.g., vocabulary knowledge).² A more recent study shows that it will take students who are new to English at least six or more years to be rated as competent or fluent³.

Such students will require language support if they are to reach their full academic potential in mainstream education.

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs of our EAL students and helping them to achieve their full potential.

2. AIMS:

- To help EAL students become secure and fluent in all four English language domains: speaking, listening, reading, and writing, in order to be able to achieve their full academic potential in subject areas across the curriculum.
- To enable all students to access the curriculum at BISL and integrate into mainstream classes as soon as possible, through in-class support and a differentiated EAL curriculum.
- To assess the language skills of students with EAL and deliver individual and group learning plans, which cater to their areas of need.
- To equip teachers and the teaching support staff with the knowledge, skills, and resources to be able to support and monitor EAL students, through ongoing professional development and training.
- To monitor students' progress systematically and use data to inform classroom management, curriculum planning and the setting of targets.

¹ Department for Education, 2020 ([link](#))

² Cummins, 2008 ([link](#)); Demie & Strand 2006 ([link](#))

³ Strand & Lindorff, 2020 ([link](#))



3. PLACEMENT ASSESSMENT AND PROGRESS TRACKING:

Our EAL programme aims to support children progressively from Years 2 to Year 13.

Children in the Early Years Foundation Stage (Pre-Nursery - Reception) and Year 1 do not require specialist EAL support at this early stage, as language acquisition occurs more quickly through play-like activities. However, as research shows that language support is also needed in Early Years⁴, our EAL trained teaching staff will ensure our youngest students are not left behind, by providing various EAL strategies, like singing, student talking time, introduction of survival vocabulary, learning through songs, phonics, visual and tactile support and more. The students still have time to acquire social language skills, which later help to bridge across to the higher academic language demands of the curriculum.

The majority of students at BISL speak at least two or more languages, and for 90% of our students, English is their second or even third language. However, not all our students are enrolled in the EAL programme. Research shows that the definition of EAL in itself is a poor indicator of students' likely level of educational achievement. Instead, it is their proficiency in English that is central to understanding achievement and levels of support needed.¹⁵

EAL support for a student is the outcome of an analysis of the student's language proficiency which involves the classroom teacher, the EAL Specialist teacher, the initial assessment during induction, classroom observations, standardised assessments (PTE & CAT4), and additional data if available. A student's previous schooling and family background is taken into account, including language of instruction and additional languages spoken at home.

Entry into the EAL programme is as follows:

Students are screened through:

1. A student profile filled in by parents to show the student's prior language learning experience.
2. Discussion with the class teacher, based on observations in the first two weeks of schooling at BISL and ongoing tracking of the student's progress.
3. Initial assessments: may include standardised assessments administered by the school at enrolment into BISL; EAL assessments of the four domains of English language knowledge, administered by an EAL Specialist; and assessments administered by Class Teachers in reading and writing.
4. Follow up assessments: include formative and summative assessments used consistently throughout the year to track student progress and highlight areas of need.

⁴ Strand & Hessel, 2018 ([link](#))

⁵ Strand & Hessel, 2018 ([link](#))



Ongoing EAL Assessment:

The bulk of our assessment in EAL consists of ongoing formative assessments during each lesson, providing the teacher with a log of notes on the student's progress. At least once per block there is a summative assessment on the aspects of language taught during the block.

The EAL Department uses the award-winning Bell Foundation's EAL Assessment Framework⁶ for Schools, consisting of 2 separate sets of rating scales: one for Primary school and one for Secondary school. Each set covers four domains of language knowledge and use: listening, speaking, reading and viewing, and writing. English language proficiency in each domain is represented by five proficiency bands, ranging from A to E (A-New to English, B-Early acquisition, C-Developing competence, D-Competent, E-Fluent).

Throughout the school year, samples of students' work from both EAL and mainstream classes are collated and there is a regular dialogue between teachers to monitor their progress across the bands.

The EAL student's progress is also monitored with the use of the BELL Foundation digital Assessment Tracker.

4. ORGANISATION:

The level of EAL support depends on each student's needs and recommendations, ranging from 2 to 11 periods a week. Once the students' level of proficiency has been determined, they are then placed into one of three Tiers.

Parents undertake to follow the professional guidance of the school with regard to the effective academic or social progress of the student. This will include the student's participation in learning support activities if required.

EAL groups are formed by Key Stages: KS1 (Year 2), Lower KS2 (Year 3 and Year 4), Upper KS2 (Year 4 and Year 5), KS3 (Years 7-9), KS4 (Year 10 and 11) and KS5 (Year 12 and 13).

Tier 3 EAL Course (*intensive support*)

Students are given a high level of support through specialist EAL classes running parallel to (but outside of) the mainstream lessons for English and Reading Carousel. The EAL classes are run by Specialist EAL Teachers and focus on survival language, communication, basic sentence structures and vocabulary. Students continue to participate in other specialist subjects: Topic, Mathematics, PE, MFL, and Performing Arts.

⁶ [link](#)



In Secondary school, the support is given through in-class support, as well as specialist EAL classes outside of the mainstream lessons.

The students move to Tier 2 once they have acquired basic survival vocabulary in order to cope with school life and reach most descriptors in the Early Acquisition band of the BELL Foundation Assessment Tracker.

Tier 2 EAL Course (*moderate support*)

Students in Tier 2 are integrated into the majority of their mainstream lessons and follow the curriculum but continue to receive EAL support to build on their academic proficiency through a combination of EAL specialist lessons and in-class support by an EAL Specialist.

Tier 2 students attend specialist EAL classes running parallel to (but outside of) the mainstream lessons for Topic and Reading Carousel, as well as receiving targeted support (during English and Topic lessons) in mainstream lessons by our EAL trained staff.

Tier 1 EAL Course (*basic support*)

Tier 1 students receiving EAL support are mainly proficient enough to be able to follow the curriculum independently but may still require some support in specific language areas. Here the support is catered to the students' individual needs and targets are set by the class teachers.

In Primary school, Tier 1 students are supported in mainstream lessons by our EAL trained staff, who work together with the class teacher in providing targeted support.

In Secondary school, the students receive a combination of EAL specialist lessons and in-class support, depending on the needs of the individual student.

The EAL specialist lessons take place in the designated EAL classrooms or other study areas.

5. EAL STAFF:

- Tobija Siter
- Brad Eve

6. CURRICULUM:

The EAL Programme works to cater to the student's individual needs. Students in Tier 3 follow the EAL schemes of work to enable them to move up on the EAL Framework.



Tier 1 and Tier 2 students follow the curriculum of the mainstream classes they are attending. This is facilitated by EAL targeted support in specific skills and areas, and through the provision of differentiated or adapted tasks, which enable students to participate in class and complete set targets.

7. TEACHING AND LEARNING:

At BISL, all staff are expected to maintain high teacher standards and have the responsibility to support EAL students and meet their educational needs.

In order to ensure that the needs of EAL students are met, all staff are expected to:

- Provide differentiated or adapted work for EAL students, to enable them to reach the set objectives and participate in class activities.
- Employ a range of strategies within each lesson to reinforce understanding and meaning as to develop language in context.
- Have high expectations of all students and expect them to participate in all classroom activities and tasks; set appropriate tasks, which challenge and motivate students.
- Monitor progress carefully through formative and summative assessments.
- Recognise that EAL students may need more time to integrate socially with their peers, may have difficulties in processing answers and completing extended work, or additional SEN.
- Work closely with the EAL Specialists in providing the necessary support for EAL students, to enable them to integrate into the mainstream classes as soon as possible.
- Continue to develop their EAL teaching skills by attending professional development training sessions for staff in this area.

8. EAL SPECIALIST:

In order to ensure that the needs of EAL students are met, the EAL specialist:

- Carries out the EAL assessment of students' level of English as part of the admissions process to establish the level of EAL support needed.
- Provides specialist EAL lessons as well as in-class support for students across Key Stages.
- Puts together and follows the EAL Schemes of Work; is familiar with the EAL Framework used to assess and monitor the progress of EAL students.
- Monitors the teaching and learning of students with EAL, as per teacher standards requirements.
- Monitors student progress, together with the Class or Subject Teacher/Form Tutor, through formative and summative assessment and tracking data.
- Contributes to the School Reports (EAL Report) and provides feedback to parents through Parent-Teacher meetings.



- Liaises with the SENCo regarding any concerns of additional/SEN needs the EAL student may have.
- Compiles and keeps up to date an EAL Register and attendance.
- Provides training and resources for teachers to best teach and support EAL students with differentiation techniques to ensure that all students can access the lesson and meet their learning aims.

9. TRANSITION:

When a student progresses from KS2 into KS3, the student's EAL file is forwarded to the Head of Secondary and a briefing takes place between the Primary and Secondary EAL teacher, the Head of EAL and Head of Secondary, where the Primary teacher gives all the information and further recommendations based on the final assessments of the student and their progress up to the transition period.

Exiting the EAL programme is as follows:

1. Based on the assessment procedures of the EAL Specialist Teacher.
2. Where relevant, in consultation with the Classroom Teacher and SENCo (if other SEN needs present)
3. Liaising with the EAL teachers and the Head of EAL – appraisal meeting to take place at least once per block.
4. Final decision involves the EAL Specialist Teacher, the Class Teacher/Form Tutor and Head of EAL. The student and parents are notified accordingly.

Special Educational Needs:

BISL recognises that, although EAL students may have some needs that are similar to those of students identified with SEN needs, identification and provision for the two types of needs is very different. Students identified as having EAL do not necessarily have SEN. Should SEN be identified, EAL students have equal access to the school's SEN provision. Students who have been identified as both SEN and EAL receive EAL provision based on their SEN needs stated in their Learning Support Plan or Individual Educational Plan, with prior consultation between the EAL Specialist Teacher, the SENCo and the Class Teacher/Form Tutor.



10. FEES:

At BISL, the EAL provision is charged additionally; it is not included in the tuition fees. The provision is charged for on a termly basis and the scheme is as follows:

Tier 3 (*Intensive*) EAL Support: 1000 EUR + VAT

Tier 2 (*Moderate*) EAL Support: 700 EUR + VAT

Tier 1 (*Basic*) EAL Support: 200 EUR + VAT

Review and Evaluation

This policy is to be reviewed and evaluated every two years by the SLT, Principal and with the RHoS.

Due for Review:

20/10/2023

PREPARED BY: Paul Walton

Principal -

20/10/2021

Revised by Michael W Clack RHoS

29 /10/2021