



English International School

Moscow

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EAL Policy

Definition of EAL

'The EIS definition of English as an additional language (EAL) is a young person whose first language is other than English; and/or who was initially exposed to languages other than English during early development; and/or who continues to use/be exposed to languages other than English in their home.'

Aims of EAL policy and Key Priorities

- To ensure students who are new to English or in the early acquisition stages are made to feel happy and secure at EIS; barriers are removed so that these students can access the wider curriculum and achieve their academic potential; these students are provided with intensive, structured English language support so that they can meet the language and literacy demands of school life at EIS.
- To ensure students who are developing competency, already competent or fluent are adequately supported but also stretched and challenged in order to ensure their English language continually improves and develops.
- There is a school culture of high expectations and levels of achievement for all EAL learners at EIS. To create a culture of independence within EAL pupils new to English so that they are focused and motivated in improving their English.
- To support subject staff with strategies and resources so that they are confident in delivering accessible lessons to EAL pupils.
- To share data across the whole school which highlights strengths, weaknesses and progress of pupils receiving EAL intervention as well as the progress of all other pupils in the school across the four English language skills.



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Underlying principles of EAL policy

- New EAL pupils are to be admitted in a welcoming, safe and systematic way ensuring all barriers are removed for them.
- EAL pupils are made to feel happy in the classroom and are empowered to reach their academic potential.
- The EAL department shares its goals with the whole-school literacy drive

Admitting and placing new pupils

- Initial assessment of EAL pupils new to EIS to be carried out by an EAL teacher depending on which phase the student is entering. An interview will take place in order to ascertain the student's background and experience within education. Additionally an English language assessment will be sat by the pupil in order to judge whether they require EAL intervention support.
- Students new to English to be provided with 'survival English' to help cope with the transition to an English speaking international school.
- EAL Peer Buddy programme: students to be paired up with someone in their native language who can help to explain the school, assist with language difficulties and generally be an aspirational role model for language skills.
- Other provisions include 'vocabulary organiser', 'vocabulary notebooks'.

Role of EAL Coordinator

- To arrange CPD for all staff regarding EAL.
- To track data to ensure EAL pupils both in and out of interventions are making sufficient progress in English language.
- To support class teachers in ensuring they can make their lessons accessible for EAL pupils.
- To support EAL teachers in their planning, teaching and assessing of pupils in EAL intervention classes.



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- To observe EAL learners in mainstream classrooms via lesson observations. EAL coordinator to feedback to classroom teachers on their support and differentiation towards learners.

Role of EAL Teacher

- Planning an EAL intervention curriculum and sharing Medium Term Plans on Sharepoint. .
- EAL teachers to deliver well-structured and differentiated lessons which meet the needs of the EAL pupils in their class.
- EAL teachers to assess new pupils in order to ascertain whether the pupil requires EAL intervention.
- Further assessment across the duration of EAL intervention will take place in order to demonstrate clear progress from their beginning level to a point whereby the student is ready to join mainstream classes and no longer require EAL support. Data to be shared on Sharepoint so that it can be viewed by other class teachers in order to better support.

Role of Class Teacher

- All EAL learners who are new to English or early acquisition/developing competency will be provided with appropriate levels of support from all teachers to ensure that they can access the teaching and curriculum enabling them to achieve their academic potential.
- Class teachers to make explicit what methods of support they are providing beginner and early acquisition/developing competency EAL students with in their medium term plans.

Integration into school life

- EAL club to be offered.
- EAL accelerated reading scheme and EAL library section.
- Literacy intervention



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- Peer Buddy scheme

Teaching and Learning

- Mainstream English lessons EAL students receive are high quality and built around language and literacy.
- EAL Learners of new to English will receive EAL intervention classes which will be planned, taught and assessed by specialist EAL teachers.
- Cross-cultural curriculum: teachers are encouraged to be inclusive of different cultures within the school in their planning of the curriculum.

Assessment and Data

- Whole school audit to take place where all EAL students are assigned an EAL proficiency code by their English teacher.
- Assessment data across the four language skills of EAL pupils not receiving EAL support to be tracked and shared by students' English teachers. This will be an assessment at the start, midpoint and end of each year.
- Assessment data for students receiving EAL intervention support demonstrating clear progress from their beginning level to a point where they are ready to join mainstream classes and no longer require EAL support. The progress that is assessed and tracked should be across the four language skills.

CPD

- All staff to be provided with adequate professional learning and training opportunities regarding EAL. Training sessions will include but not be limited to: a summary of languages of origin within the school cohort; key principles of second language acquisition; summary of EAL proficiency stages and their implications for classroom practise; tips about planning subject lessons with language objectives; resources to support reading and writing; vocabulary strategies.

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To be reviewed: April 2023.