



British School

Quito

an Orbital Education School

ALL (Additional Language Learning) Policy

Approved: February 2019

Reviewed: February 2021

Next Review: February 2022 (after Bell Foundation Training)

Introduction

ALL provision at British School Quito (BSQ) is closely linked with the school's values, vision and mission, with particular focus on:

- Allowing access to high quality, innovative teaching to local and international children
- Learning English and Spanish language acquisition skills and strategies;
- Developing communication skills;
- Acquiring and developing English and Spanish language skills through curriculum focused classes.

Definition of ALL at BSQ

At BSQ, Additional Language Learners (ALL) refers to students whose first language is not English or Spanish. A first language, where it is other than English or Spanish, is recorded as where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.

Aims of Policy

This policy aims to raise awareness of the school's responsibilities, to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who are ALL and so to raise student achievement.

Role of the School

It is the aim of the School that every ALL is enabled to:

- Access all areas of the curriculum.

- Reach their full potential.
- Work with a growing degree of confidence.
- Express themselves confidently in a range of situations in a variety of subjects
- Express themselves in both spoken and written English and Spanish.
- Have access to a range of resources which will aid their learning.

The School also endeavours to:

- Provide the parents of ALL with any support they may need throughout the student's school career.
- Welcome and value the cultural, linguistic and educational experiences that ALL bring to the School.
- Work collaboratively across all areas of the school to provide the best provisions for all students.
- Monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- Maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- Gradually build student confidence in their ability to engage in English/Spanish and after suitable assessment, withdraw support.

Role of the ALL team is to ensure that:

- All involved in teaching the targeted students liaise regularly
- Relevant information on ALL is available to all staff
- Training in planning, teaching and assessing of ALL is available to staff
- All teachers incorporate AL strategies into their planning, teaching and learning
- Targets for ALL are set and met
- The effectiveness of the teaching is audited, monitored and assessed regularly
- The students are assessed soon after they enter the school.
- There is appropriate guidance and support to set targets and plan work.
- An IPP is in place where appropriate.
- Conduct a termly ALL audit, analyse data and share with recommendations.
- Conduct an annual review of the EAL policy and practice.
- To provide regular training and support to all teachers as directed by the SSD Lead.
- Plan, feedback and assess with the student's class teacher.
- Liaise with and support the class/ subject teacher with appropriate ALL strategies
- Create an ALL student portfolio including assessments, samples of writing, any significant work

Role of the class/subject teacher

- Have high expectations of standards of work.
- Keep abreast of new teaching and learning methods.
- Meet parents at regular times during the year.
- Review student's progress on a regular basis
- Participate in the training and support provided.
- To be aware of each students' abilities and needs in English and other subjects
- Use this knowledge effectively and incorporate into curriculum/ lesson planning, classroom teaching, use of resources and student grouping
- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons.
- Use assessment data to set realistic language targets for the student
- Work closely with the ALL team to plan effective interventions

Assessment

Assessment for ALL should:

- be clear about the purpose
- be sensitive to the student's first language and culture
- take account of the time taken in learning English
- be age-appropriate
- recognise that children may be at different levels of speaking, listening, reading and writing
- focus on both language while being aware of the influence of culture expectations, behaviour and attitudes.

Initial assessment

An initial assessment will take place within the first week of the student's start date.

Initial assessment will:

- determine the new arrival's level of English/Spanish, but also to find out the student's levels of achievement across the curriculum
- establish the English/Spanish language level of the new arrival so that suitable intervention can be implemented
- provide a framework for tracking progress enabling teachers to plan appropriate learning experiences for new arrivals
- enable the school to determine what support – if any - is required

Targets for students will be set using the initial assessment, tracking of interventions, teacher based observation and ongoing class assessment.

The assessment of English/Spanish as an additional language will follow the same principles of effective assessment of all pupils. It will:

- Recognise what pupils can do and reward achievement
- Measure development in speaking, listening, reading and writing and should link to the language needed in the curriculum
- Be based on different kinds of evidence

- Be a valid reflection of what has been taught or covered in class
- Be reliable in terms of enabling someone else to repeat the assessment and obtain comparable results