



BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

EAL Policy

Aims and Objectives

The key purposes of EAL at Britannica are to allow all students to:

- Learn English language acquisition skills and strategies;
- Develop communication skills;
- Acquire and develop English language skills through curriculum focused classes.

EAL provision within Britannica is closely linked with the school's vision, mission and guiding statements, with particular focus on:

- Providing outstanding and inspiring learning experiences for all students, focused on delivering the best of British education within an international community.
- Promoting independence and high academic achievement through supportive and dedicated mentoring, placing students at the heart of their learning journey.
- Developing inclusivity through valuing the needs and requirements of all individual learners.
- Empowering learners to develop language skills through building their confidence and opportunities for academic progression and attainment.
- Working collaboratively across all areas of the school to provide the best provisions for all students.

It is Britannica's aim to deliver the best opportunities for all learners, including those students whose first language is not English. Students are taught the full curriculum in mainstream classes, with immersion being the primary model to develop language acquisition. This means that learners have full and equal access to the whole curriculum.

The employment of specialist EAL teachers, along with experienced classroom practitioners, means a supportive and purposeful learning environment, focused on developing English language skills, is created. Through continuous collaboration focused and effective teaching and learning strategies are developed to best support EAL learners.

Guidelines and Principles

It is recognised that all teachers at Britannica are 'EAL teachers' and the inclusion of language acquisition strategies should be paramount to teaching and learning, across the school.

EAL is continually supported through the following:

- Additional withdrawal sessions for students in years 1 – 9 to support language acquisition, with a specialist EAL teacher;
- Continuous communication and collaborative planning with mainstream class teachers and EAL specialist teachers;
- An audit of all students' EAL level completed by mainstream class teachers, at three points across the school year;
- Whole staff inset sessions focused on developing the delivery of EAL across the school;
- Dedicated Teaching Assistants across EYFS – Key Stage 2 classes;
- Key Stage 4 EAL support, as an option, in lieu of extra IGCSE subjects;
- Parent engagement events to develop parental support of students' developing language acquisition;
- Focused professional development for staff members across the year, including the delivery of TESMC to teachers.

Monitoring and Tracking Progress of Learners

Whole School EAL Audit:

The school undertakes an audit of all students' English language abilities at three points across the year. The audit is completed by class teachers (in Primary school) and English teachers (in Secondary school). The audit requires teacher judgement on pupils' status in the four areas of:

- Listening
- Speaking
- Reading
- Writing

A detailed rubric of the levels and stages of the audit can be found at the end of this policy.

The key purposes of the EAL audit are to provide:

- Summative assessment of all pupils' levels of English language across the school;
- Information for class teachers to assist in meeting the needs of all pupils;
- A centralised monitoring and tracking system for assessing pupils' English language progress across the school year.

Following each audit, a report is compiled by the Head of the English Faculty, for the Senior Leadership Team, which tracks students' progress throughout the year, particularly those who are identified as having a high need for extra EAL provision. Information from this report is used to:

- Influence groupings of those students identified as needing extra EAL support;
- Highlight areas of the school in which more EAL support is needed;
- Influence Learning and Teaching strategies within classes;
- Evidence students' progress in the area of English language acquisition.

Roles and Responsibilities

The role of classroom teachers is to:

- Develop consistent approaches to teaching and learning, taking into account varying levels of language needs;
- Consistently assess the progress of students in the area of language acquisition and plan according to individual student needs;
- Plan for teaching subject specific vocabulary and terminology;
- Develop engaging reading activities to increase students' reading and writing skills;
- Plan and deliver lessons that have a clear focus on literacy and the building of language skills;
- Promote the use of English in the classroom where appropriate;
- Work collaboratively with specialist EAL teachers in planning and delivering curriculum based content;
- Complete the EAL audit throughout the year and provide information on those students identified as needing extra levels of support;
- Work collaboratively with the EAL specialist teachers to enhance teaching and learning.

The role of the EAL specialist teacher is to:

- Support the learning taking place in the mainstream classroom;
- Communicate and collaborate with the classroom teacher in planning EAL withdrawal sessions;
- Plan and deliver engaging language based lessons that support the wider curriculum;
- Continuously assess students' language acquisition and give judgements on their proficiency;
- Make EAL a key focus of professional development, to ensure most relevant and up-to-date strategies are being employed;
- Provide feedback to the Head of EAL and SLT on the progress of EAL learners.

The role of the Head of EAL is to:

- Monitor the progress of EAL learners, predominantly through the EAL audits throughout the year;
- Plan for effective and relevant professional development opportunities in the area of EAL;
- Communicate with parents regarding the progress of EAL students, including opportunities for parents to visit school;
- Build and maintain a clear and positive vision of EAL across the school community;
- Provide information on the progress of EAL learners to the SLT and wider school community;
- Support all members of teaching staff in the delivery of EAL across the school.