



STONYHURST
INTERNATIONAL SCHOOL
PENANG

2023/24 English As An Additional Language (EAL) Policy

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Approved by:	Head of Senior School
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By whom:	Head of Learning Support
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1. Introduction:

Stonyhurst International School, Penang is committed to providing the necessary support, structures and teachers to our students in order for them to be as successful as possible in their academic pursuits and allow them to be engaged participants in the learning process. It is these values that drive the School to establish an outstanding, specialist English As An Additional Language (EAL) department, curriculum, assessment and reporting system and staff who are experienced in and committed to ensuring that all students have equal access to the learning.

English as an Additional Language (EAL) Support is provided to help students whose first language is not English. This is to enable them to be successful in the academic programme of the grade level classroom where English is the language of instruction .

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. Learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English'.

Specialist teaching of EAL involves supporting the learning of English within the curriculum for children and young people who do not have English as their first language, usually these children and young people are new to the English language.

Where a student is identified as requiring internal support from the EAL department at the School there will be an additional charge. EAL support is compulsory for students who have been assessed as requiring additional support.

2. Rationale:

EAL teaching and learning focuses on students learning English in context and across the curriculum so that they acquire the English language skills relevant to each content area. EAL specialist teaching needs to integrate within subject areas to support students in learning language for school.

EAL learners at all levels need to be given opportunities to grow their English vocabulary range.

It can enhance a child's self esteem and identity, as well as developing and enhancing cognitive and thinking skills. Some children will learn to speak two languages from birth and other children may learn one language first and then a second language.

A failure to recognise and meet the distinctive needs of EAL learners within the education system can thus contribute to educational disadvantage.

We believe that having English as an additional language is a valuable skill. Scientific research has discovered that there are measurable neurological benefits to being multilingual.

We have chosen the 5 Stage Model for Language Acquisition (DfE Proficiency scale) because it uses practical profiles of competence for individual EAL students which shows detailed progression from Stage 1 (New to English) to Stage 5 (Fluent).

This framework also monitors language acquisition through Listening, Speaking, Reading and Writing skills with detailed steps using “I can...” statements. The framework leads to individual target setting and tailored support. Finally, it provides a clear picture to parents on their child’s progress and what they are expected to achieve at each stage.

3. Aims

- The aim of this policy is to ensure that the School meets the full range of needs of those children who are learning English as an additional language,
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School,
- To assist EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential,
- To encourage and enable parental support in improving children’s English language acquisition,
- To be able to assess the skills and needs of pupils with EAL and to give appropriate support throughout the School,
- To monitor student’s progress systematically and use the data in decisions about classroom management and curriculum planning,
- To maintain student’s self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4. Admission of EAL students:

Pre-Admissions Testing;

Once the student has been identified through the CAT4 test (verbal score below 95) or through the pre-admissions interview as needing EAL support, the student will be given an EAL assessment within the first week of commencement at the School. This assessment would look at the areas of Listening, Speaking, Reading and Writing to determine the type and level of support required. This assessment will be the foundation for the individual EAL plan for each student, along with input, feedback and support from subject/class teachers.

A conditional offer may be given to a student during the admissions process and subsequently reviewed depending on the student’s progress in the English language programme. Where students have been identified as Stages 1, 2 or 3, outside tuition will be necessary to maximise progress which will need to be submitted to the School.

5. Stages of Language Acquisition:

Our 5 Stage Model for Language Acquisition (DfE Proficiency scale)

Stage 1 and 2 (CEFR Pre A1-A2) New to English and Early Acquisition

A child may:

- Use the first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/ accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support; in and out of the classroom/lessons with one of the EAL teachers, an EAL teacher from Enhance (Year 4 upwards) and/or a Learning Assistant. Students may be withdrawn from certain subjects to receive this individual support. In the Junior School, this includes the main English lesson, where the focus is on English Language Learning rather than the UK national curriculum..

An additional fee of 2500 RM per term is required for students whilst in these stages.

Stage 3 (CEFR B1) Developing Competence

A child may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully. A child at this stage needs significant support; in and out of the classroom/lessons with one of the EAL teachers and/or a Learning Assistant. Students may be withdrawn from certain subjects to receive this individual support. The support will largely focus on pre-teaching vocabulary, targeting particular missing gaps and bridging the gap so that the can become an independent learning.

An additional fee of 2500 RM per term is required for students whilst in these stages.

Stage 4 (CEFR B2-C1) Competent

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. In the Junior School these students will be monitored by the EAL team. In class support/differentiation will be provided as needed, but the need should not be extensive.

In the Senior School students will be monitored by the EAL team and may require to still be withdrawn from some subjects for group support.
No fee will be applied.

No fee will be applied. However, it may be recommended that parents continue with some outside tuition. This will ensure that the students' English skills continue to develop at the fastest rate.

Stage 5 (CEFR C2) Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a student who uses English as his/her first language.

Therefore, a child on Stage 5 will exit the EAL support programme.

At this stage students will be removed from ISAMs identification.

No fee is applied.

6. Frequency of assessment and reporting

Evidence files will be maintained for each identified EAL student admitted to the EAL programme. Samples of work are to be collected regularly and should include a reading record, a sample of writing and rubrics for speaking and listening tasks. Those samples are to be used to update the individual student's profiles of competence. The profiles of competence should show a student's progression through the levels and areas that require remediation.

Each student's progress will be reported to parents twice a year and a copy placed on the student's file. Parents will get to discuss their child's progress on a regular basis during Parents Consultations or even set a day with the EAL teacher after school.

7. EAL Support:

The EAL department is structured in a way to support EAL students and teaching staff through an experienced and qualified Head of Learning Support, EAL teachers and Enhance Education. The EAL staff will support students in the classroom, in small groups and/or during 1 to 1 sessions. Equally, they will train and guide teaching staff and LA to allow for the highest quality of support throughout the school day.

When small group support is provided, students will be extracted from other lessons.

Students are required to bring their own translation resource (whether that is electronic or paper).

8. Diversity, Equity and Inclusion:

The School is committed to promoting a safe and inclusive learning environment for all students regardless of their background. As an international school our students are from diverse backgrounds. We have 26 different nationalities at the School, therefore it is essential that we have a robust EAL department and curriculum in place to ensure the inclusion of our EAL students.

We value the diversity of our students and commitment to equity and social justice for all current and prospective students at the School. Our EAL curriculum, teaching and learning and assessment guidelines and strategies align with those of the School's Diversity, Equity and Inclusion Policy.

It is important to us that our school culture reflects, acknowledges and celebrates this diversity. Our diverse curriculum allows the children to develop an understanding and appreciation for the world around them.

9. Registration and Fees:

The EAL Programme fee will be requested through the Admissions and Finance departments at the School.

10. Related Policies:

- > Admissions Policy
- > Diversity, Equity and Inclusion Policy
- > Teaching and Learning Policy