مدرسة اوريكس العالمية

Oryx International School

EAL POLICY

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Orbitaled

Contents

1. Purpose and Introduction

EAL provision at Oryx International School (OIS) is closely linked with the school's vision, mission and guiding statements, with particular focus on:

- Allowing access to high quality, innovative teaching
- Learning English language acquisition skills and strategies.
- Developing communication skills.
- Acquiring the necessary level of English to access our curriculum effectively

OIS is committed to ensuring that students who do not have English as a first language have full access to the appropriate provision of teaching and resources. OIS will identify individual student needs at the admission stage, recognise the skills they bring to the school and ensure quality of access to the curriculum.

2. Vision, Mission and Values

Our Vision

To ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21st century.

Our Mission

To deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK curriculum teachers.

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.

3. The Definition of English as an Additional Language

EAL students are diverse in many ways, and that diversity needs to be considered during their learning and social integration in schools as it will have an impact on their academic achievement and their wellbeing.

An EAL student is one whose first language is a language other than English and who requires additional support or resources which are not provided to mainstream students to develop English language proficiency. The home language of these students is probably other than English.

Whilst being clear that EAL is not SEND ('special need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore, we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other school opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

4. Aims of the 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 have EAL and so to raise student achievement.

It is the aim of the school that every student with EAL is enabled to:

- 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.
- Reach their full potential.
- Work with a growing degree of confidence.
- Express themselves confidently in a range of situations on a variety of subjects to differing audiences.
- Express themselves in both spoken and written English.
- Rely on the support of adults within the classroom and in small groups when and where they need it.
- Have access to a range of resources that will aid their learning.

- The school also endeavours to provide the parents of students with EAL with any support they may need throughout the student's school career.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school.
- To encourage and enable parental support in improving student's attainment.
- 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 students.
- Empowering students 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.

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school. This may involve support outside of the classroom before they integrate into mainstream classes and move into in-class support and a differentiated EAL curriculum.

- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (e.g. during International Day, Mother Tongue Day or during EAL lessons by introducing stories similar to the stories in their native countries, organising multilingual library).
- To gradually build student confidence in their ability to engage in English and after suitable assessment, withdraw EAL support.

5. Supporting students who have English as an Additional Language

Our default position is that all our teaching staff will be trained in effective EAL strategies. Our EAL embedded programme seeks to improve the educational outcomes of our students who have English as an Additional Language, by helping them to become confident and fluent in speaking and listening, reading and writing in English.

OIS has a shared vision for supporting English as an Additional Language. Working with staff at all levels, the Leadership Team will:

- Ensure the provision of identified resources to support an effective EAL programme.
- Insist on high expectations for achievement of all students.
- Promote a climate where students can practise English without fear of

making mistakes.
- Provide authentic and interesting language learning opportunities in all subjects.
- Ensure that staff are aware of the diverse needs of students of different linguistic and cultural backgrounds.
- Ensure that all staff understand the principles of additional language learning.
- Ensure we 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.
- Promote the use of effective language teaching methodologies, strategies and classroom practices, including e-learning opportunities.
- Ensure that there are enhanced opportunities, in and out of the classroom, for listening to, speaking, reading and writing in English.

Specialist teachers will lead the EAL programme in the school. They will have extensive experience of working with young learners and students who do not have English as a first language. They assess and monitor students' language acquisition to enable them to be included in whole-class lessons wherever their language can support this.

6. Who needs EAL Support?

Any student whose ability in English is causing significant access problems to the curriculum and whose development is being considerably hindered by low level language skill levels is considered to require EAL support, either inside or outside the classroom.

Where appropriate, EAL students will be supported by the class/subject teacher and Teaching Assistant in the classroom to enable the student to complete tasks with understanding.

Where necessary, those students who are identified as needing more intensive EAL support will be withdrawn into small intervention groups for a set period of time to address specific language or learning focus.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although students should not necessarily be withdrawn from subjects where they can usually make good progress whatever their language level in English (eg mathematics/modern foreign languages).

Children in the Early Years Foundation Stage (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 Years, 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. We will also provide recommendations suggested by 'The Bell Foundation' 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.

7. Understanding the student

Background information is required in order to understand the context in which any student may face barriers to learning at school. In the case of students who are learning EAL this is even more important.

It is essential to have full and accurate background information about the student him/herself.

This can cover:

- Language(s) spoken at home:
    - between adults
    - between adults and students
    - between students

- Culture
- Any periods of residence or schooling outside the home country
- Former school(s)
    - Language of tuition
    - Curriculum
    - Type of school
    - School reports, text exercise books and from student's previous school(s)

Be aware that:

- Some students already have good language and literacy skills in two or more languages
- Some students are beginner EAL learners and have never learned to read or write in any language.
- Some students have missed some or all of their education and have not fully developed the language and literacy skills needed for school
- Some students have SEND with language or literacy needs

8. Key Principles of additional language acquisition

EAL students are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made

explicit.

Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for several years.

All teachers and parents need to recognise that some students may experience a silent period when initially exposed to English that may last for several months. In this time, students focus on comprehension of English with little language output. It is important to understand that this behaviour is not evidence of a language disorder or cognitive problem, rather this is evidence of normal second language learning development.

Other key principles:

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is critical to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention to both initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each subject area. Meanings and understandings cannot always be assumed but need to be explored.
- All teachers have a crucial role in modelling uses in language.
- The focus and use of additional support time are best seen as an integral part of curriculum, lesson planning and, if necessary, through time allocated to student enrichment.
- A clear distinction is made between EAL and Special Educational Needs.
- Language is central to the development of identity. All teachers need to be aware of the importance of students' first language and to build on their knowledge and skills.
- Many concepts and skills depend on and benefit from a strong foundation in the native language and literacy and this strength can support the development of another language.

9. Responsibilities

Executive Principal

The Executive Principal ensures that:

- All involved in teaching EAL students liaise regularly.
- Parents and staff are aware of the EAL policy.
- Relevant information on students with EAL is available to all staff.
- Training in planning, teaching and assessing of EAL students is available to staff.

- All teachers incorporate EAL strategies into their planning, teaching and learning.
- Targets for students learning EAL are set and met.
- The effectiveness of the teaching of students with EAL is audited, monitored and assessed regularly.

Head of EAL Support

- Oversee initial assessment of students' standard of English.
- Assess the student soon after they enter the school.
- Collate information on the student's language ability from parents/previous school(s).
- Provide guidance and support to set targets and plan appropriate work.
- Monitor standards of teaching and learning of students with EAL.
- Provide periodic reports to the Principal/ SLT on the effectiveness of the above and the progress of students.
- Conduct a termly EAL audit to monitor the progress of EAL students, analyse the data and share with recommendations to the Executive Principal/SLT.
- Conduct an annual review of the effectiveness of the EAL Policy, procedures and practice and present subsequent findings and recommendations to the Executive Principal/SLT.
- Provide regular training and support to all teachers as directed by the Executive Principal.
- Plan for effective and relevant professional development opportunities in the area of EAL.
- Communicate with parents regarding the progress of EAL students.
- Build and maintain a clear and positive vision of EAL across the school community.
- Support all members of teaching staff in the delivery of EAL across the school.

EAL Teacher

- Feedback and share assessment with the student's class teacher.
- Liaise with and support the class/subject teacher with appropriate EAL strategies.
- Have high expectations of standards of work.
- Keep abreast of new teaching and learning methods.
- Meet parents at regular times during the year (e.g. at scheduled Parent/Teacher meetings).
- Review student's progress on a regular basis.
- Participate in the training and support provided to all teachers as directed by the Executive Principal.
- Support the learning taking place in the mainstream classroom.
- 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 Support and SLT on the progress of EAL students.

Class/subject teacher

- 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.
- To participate in regular EAL training as directed by the Principal/ SLT.
- 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.
- Support the EAL specialist teachers to 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.

10. Strategies

EAL is continually supported through the following:

- Additional withdrawal sessions (via an online portal if necessary) for students in Years 2 to 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 EAL students' levels completed by mainstream class teachers/specialist EAL teachers, at four points across the school year (Start of

Term 1, end of Term 1, end of Term 2, end of Term 3).
- Whole staff inset sessions focused on developing the delivery of EAL across the school.
- Dedicated Teaching Assistants across EYFS – Key Stage 2 classes.
- Parent engagement events to develop parental support of students' developing language acquisition.
- Focused professional development for staff members.
- Classrooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the student's mother tongue; boost the student's self-esteem. Remember, he/she has the potential to become a bi-lingual adult.
- Identify the student's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that students with EAL will need more time to process and answer both orally and in written format.
- Extra time and support in examinations/assessments will be awarded if appropriate.
- Provide and target appropriate reading materials that highlight different ways in which English may be used.
- Allow students to use their mother tongue to explore concepts.
- Group students to ensure that EAL students hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing – Talk4Writing will support this process in the Primary School.
- Provide a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.
- Provide support to extend vocabulary.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

Levels and Assessment

A student's level will be assigned after using 'The Bell Foundation' Framework to show what the student can do in regard to the individual skills in English. It gives a detailed description of a student's abilities, whether they can access the National Curriculum, and what areas need to be focused on within the classroom and withdrawal interventions.

EAL Program Entry and Exit Guidelines

A student's entry to and exit from the EAL program shall be determined through the following protocols.

Entry Protocol

- Review of CAT 4 data: Pupils with a verbal score of 89 or below (95 or below for years 9 and above) will be identified as potential candidates for EAL support.
- Head of EAL interview: Liaising with the admissions team, the Head of EAL will conduct a language proficiency interview to assess the required support level and recommend a class or form group for enrolment.
- New Group Reading Test (NGRT): Students who are accepted and require EAL support will complete the NGRT to measure pupil's reading proficiency within two weeks of enrolment.
- When the pupil's enrolment is confirmed, the Head of EAL will inform the EAL specialists and classroom teachers of the new pupil, outlining the preliminary proficiency assessment.
- In-class observations and student work review: EAL specialists will conduct in-class observations and review student work using the Bell Foundation's assessment framework within the first two weeks of the student attending Oryx.
- Writing assessment: EAL specialists will administer an age-appropriate writing assessment when deemed necessary. This assessment will further evaluate students' language proficiency and guide the development of targeted support plans.
- Students identified as EAL pupils, according to Orbital's definition of an EAL learner, will be placed on the EAL register. The Head of EAL and the EAL specialist will meet with the classroom teacher and relevant subject teacher(s) to discuss the pupil's EAL provisions.
- The Head of EAL will inform parents of the student's inclusion on the register and communicate the EAL provisions their child will receive.
- The EAL specialist will complete an EAL pupil tracker, set listening, speaking, reading, and writing targets, and communicate the student's targets and recommended support strategies to the classroom/subject teacher(s). The EAL specialist will update the tracker termly and record the student's language proficiency on the EAL register. The student's progress against the Bell Foundation Framework will be monitored by the Head of EAL alongside subject assessment data.
- The EAL specialist will complete an EAL pupil tracker, set listening, speaking, reading and writing targets, and communicate the student's targets and recommended support strategies to the classroom/subject teacher(s).

Exit Protocol

The assessment process for determining a student's readiness to exit the EAL program entails a collaborative effort among the Head of EAL, the EAL specialist and the classroom/subject teacher(s). Discontinuing EAL support reviews occur on a termly basis.

- Evaluation meeting: The Head of EAL and the EAL specialist will carefully review the student's EAL pupil tracker, student work and end-of-term data to determine the appropriateness of discontinuing EAL support.
- Informing the classroom/subject teacher(s): The EAL specialist will discuss the EAL pupil's progress and discontinuation of EAL support with the classroom/subject teacher(s) the EAL specialist works with. If the classroom/subject teacher(s) have significant concerns, the Head of EAL, the EAL specialists and the teacher will have a follow-up meeting.
- Student conversation: The EAL specialists will meet with the EAL pupils to discuss their progress and preparedness to exit the EAL program. The EAL specialist will assure them that support will remain available if needed.
- Communication of decision to parents: The EAL specialist will communicate the decision to discontinue EAL support to the student's parents. The EAL specialists will cc the Head of EAL on the email.
- Post-exit monitoring and support: The Head of EAL, the EAL specialist and the classroom/subject teacher(s) will monitor the student's academic progress and well-being termly for the remainder of the academic year. If a student exits the EAL program at the end of the academic year, their progress and well-being will continue to be monitored throughout Term 1 of the following academic year. The EAL specialist will provide support as needed during this period.

Feedback

EAL teachers shall liaise frequently with the Head of EAL Support and classroom teachers about the student's development in English, and if/when it is possible to lessen or withdraw EAL tuition. This will also be communicated to the student's parents. EAL staff are responsible for liaising with parents regarding problems concerning a student's acquisition of English.

Resources

While there is an exceedingly wide variety of resources to use in EAL, there are recognised materials which are considered appropriate.

- Young Learners
  - Bug Club

  - Alphablocks

- Key Stage 1
    - Read, Write, Inc Phonics
    - Bug Club
    - Alphablocks
    - Nessy

- Key Stage 2/Secondary
    - Read, Write, Inc Phonics
    - Bug Club
    - Alphablocks
    - Nessy
    - Study Island

11.   Review and Evaluation

Coordinators in liaison with Section Heads will review this policy on an annual basis. In addition, the SLT will also review this policy. Recommendations will be presented to the Executive Principal.

12.   Policy Review

This policy is to be reviewed every two years although any suggestions and/or amendments will be considered on their merits.