



## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Policies within school	<b>Part 2</b>
ISI	Part 1: Quality of education provided – Teaching
Author Led	Headmaster
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Comment	Annual Review
Website	Yes

## 1. Introduction

All students at British International School of Casablanca (BISC) are important, and this applies to every aspect of their education – their teaching and learning, achievements, attitudes and well-being. We encourage all our students to aim for the highest possible standards and we take account of each student's individual needs and experiences.

A number of our children have particular requirements with regard to learning and assessment, due to their current English proficiency, and subsequently, require English as an Additional Language Support (EAL) to reach their academic potential. Therefore, the provision of EAL throughout the school takes into account the ages, aptitudes and needs of all students, including those with special educational needs.

More information relating to the school's process of determining if a student requires EAL support can be found within this document in section 6: Link to Admissions.

To provide for children who are deemed to require additional EAL provision, there are various levels of support. Firstly, some provision is provided within school time as part of the paid for provision. However, in some cases there may need to be an additional charge dependent on whether the student needs a Learning Support Assistant, and/or specialist provision within our Language Centre additional cost is subject to review from time to time. This movement out of EAL occurs when a child has gained a certain Cambridge Score (Appendix 2). In addition, parents will receive a letter from the Head of EAL informing them of the change to their child's EAL status and the move to first language English.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. BISC recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages. We celebrate the language diversity of BISC and welcome multilingual students to our school.

## 2. Who is an 'EAL' student at British International School of Casablanca?

Multilingual speakers outnumber monolingual speakers in the world's population. The majority of our students are speakers of more than one language – this is the cultural norm at BISC and one which we celebrate. Some children speak a different language with their parents (including household help) and may speak another language at school.

To support a student's proficiency in English and their mother tongue language (the language spoken with their parents), students are recommended to attend additional language sessions as part of the mother tongue programme. Thus, they maintain the development of their mother tongue in line with their peers in their home context. In addition, this will develop their linguistic ability which is advantageous for learning any language, in this case, supporting their English proficiency.

A student who is identified as 'EAL' at BISC is a child who needs additional support with their acquisition and use of English to enable them to access the curriculum. This support may be over the short-term or over a longer period.

- **STAGE 0** - A student whose mother tongue is English.
- **STAGE 1** - Student supported by teacher in class by differentiation.
- **STAGE 2** - Teacher supported by the EAL team with regard resources and advice.
- **STAGE 3** - Student supported by an EAL teacher or/and an LSA (in class wherever possible). Lesson plans supplied by the teacher.

### 3. Aims and objectives

Underlying the British National Curriculum is the entitlement of all students to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfillment, but also for their development as responsible citizens.

Therefore, the aim of this policy is to help ensure that we meet all the needs of those students who are learning English as an additional language and ensuring that we do not undermine the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### 4. Teaching and learning style

At BISC, we recognise that all adults are teachers of English and literacy and that, as such, teachers use various methods to help students who are learning English as an additional language by developing their spoken and written English in the following ways:

- ensuring that vocabulary work covers the technical as well as the everyday meanings.
- defining keywords as well as metaphors and idioms.
- explaining how spoken and written English have different usages for different purposes.
- providing them with a range of reading materials, to exemplify the different ways in which English is used.
- giving them appropriate opportunities for talking and using talking to support writing.
- encouraging them to relate one language to another.
- ensuring their access to the curriculum and to assessment by:
  - using texts and materials that suit their ages and learning stages.
  - providing support through ICT, video and audio materials, dictionaries and translators.
  - using the home or first language where appropriate.

Staff at BISC are responsible for ensuring that EAL students and their families feel positively about the child's EAL support and development. Classroom routines and procedures should ensure that there is no stigma attached to EAL support, no disadvantage to additional support (i.e. student missing a favourite activity) or embarrassment caused to students (nickname for the EAL group or EAL list on wall).

EAL provision falls under the responsibility of the Head of English who leads and manages staff across the school responsibility for teaching EAL. The goal is to provide personalised support for EAL students until the students in question are judged able to access the British National Curriculum without extra EAL support. In addition, we have 2 full time EAL specialist teachers (1 Primary / 1 Secondary) who provide bespoke tuition to those students who require additional support.

A variety of teaching methods are used by the EAL staff when working with EAL students. These include:

- withdrawing individual and/or small groups of students.
- supporting individuals or small groups of students with additional EAL lessons as a replacement for certain language heavy subjects (for example History and Geography) until a student's English language proficiency is high enough for them to access content areas with support from the teacher or from a specialist language teacher within normal lessons.

The EAL teachers develop a large variety of teaching materials, including the most up to date EAL methods from the UK and internationally, computerised resources and custom-made resources such as flashcards, posters and computer software. The EAL teachers frequently discuss the students' progress with their class teachers/Heads of English/Head of Primary & Secondary to identify areas for development and methods for helping students.

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work in their main class but may be given differentiated tasks. Class teachers and EAL staff work together to ensure all EAL students can do the same work as other students, thereby accessing the British National Curriculum. We provide learning opportunities that enable all students to make good progress. We strive hard to meet the needs of all students learning English as an additional language, and we take all reasonable steps to achieve this.

## **5. Link to Admissions**

Prior to a formal offer letter accepting a new student into BISC they need to complete assessments at BISC. The combination of a student's previous report from their last school and data generated from assessments enables BISC to create a holistic profile of a student. Furthermore, BISC can ascertain a student's current ability and at what stage of development they are at compared to their peers.

Alongside the core assessments, including CAT tests, all students from Year 4 upwards are expected to sit an EAL baseline test, which will provide basic information about their English Language Proficiency Level against CEFR bands.

## **6. EAL in the Primary School**

In the Primary School, we provide opportunities for students to develop their English, and we provide support to help them take part in activities. In addition to this, EAL students follow the Cambridge Young Learners Language Assessments and schemes of work. The school has adopted these resources, due to them being globally recognised by leading schools, as they accurately inform teachers of a child's current English proficiency and, enable teachers to provide high quality teaching focusing on a child's individual next steps to learning.

Learning and teaching in the Primary years helps a student to learn English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- providing bilingual support to extend vocabulary.
- providing opportunities for students to hear and speak their home languages, as well as English.
- encouraging students to make their first marks (i.e. their first attempts at writing) in their first language as a precursor to learning how to write in English.
- celebrating the first languages and cultures of multilingual students in organised celebrations and informally in lessons when appropriate.
- carrying out certain points of assessment in the student's first language if appropriate.

## **7. EAL in the Secondary School**

In the Secondary school at BISC, students work towards the Cambridge English Assessments. This includes iGCSE ESL for Years 10 and 11.

In KS5, the student work toward gaining the IELTS qualification through studying an English Academic Programme.

It is suggested and research has shown that EAL students in Years 7, 8 and 9 should be withdrawn from only a limited number of mainstream classes to prevent them from missing important work (limited withdrawal). EAL may be timetabled at the same time as English First Language or Foreign Languages so that when other students study these subjects, EAL students study English as their second language, i.e. Year 11, IGCSE ESL.

Students whose language is at the lower levels may be withdrawn from both Language options, History, Geography and English first language lessons where possible. These students may not yet have sufficient command of the necessary skills to cope with certain genres of writing in English classes. Some students may receive in-class support from an EAL teacher if deemed necessary.

## **8. Assessment for learning**

BISC uses both the Cambridge English Scale and the Common European Framework for reference (CEFR) EAL scales to measure the English language competence of EAL students. We record their attainment and progress according to agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for students who are learning English as an additional language.

In line with the rest of BISC, EAL teachers use Assessment for Learning procedures as a tool for planning lesson content, encouraging students to take ownership of their own learning through student generated success criteria and making students aware of their own achievements in EAL lessons.

Testing is important in the International school environment. Commercial tests are used to measure overall language proficiency and include reading, writing, speaking and listening. For example at BISC, OOPT, CEM and Cambridge Language Assessments have been adopted.

Proficiency testing can help students in at least two ways. Firstly, such tests can help create positive attitudes and motivation within the EAL classroom. Students experience a sense of accomplishment and this contributes to a positive tone. Secondly, these tests assist students in mastering the language. They are helped when they study for exams and when these exams are returned to them and discussed. They also confirm areas that each student has mastered and those that need further attention.

Cambridge Language Assessments are the most widely used of all types of commercial EAL exams for British Curriculum Schools. These tests reveal overall ability in the language as well as capabilities in a specific area (such as listening). Language assessments can also show if a person is ready for certain kinds of schooling work. Furthermore, the implementation of language assessments in the international school environment will ensure that students are placed in relevant levels and that the evaluation process is standardized.

It is important to note that there is no National Curriculum for EAL in neither the British National Curriculum nor the programmes offered by the International Baccalaureate Organization (IBO). The Cambridge Language Assessments provides an EAL alternative to the National Curriculum or IBO. These examinations have been tried and tested by many International Schools throughout the world and are considered to be useful as preparation for and a natural progression to the IGCSE ESL examinations. Cambridge International Examinations (CIE) however does offer an IGCSE ESL examination for Key Stage 4. This particular course is aimed at students with a limited command of the English Language (ESL students).

Proficiency tests are both valid and reliable. Validity is normally taken to be the extent to which a test can be shown to produce scores which are an accurate reflection of the candidate's true level of language skills. Reliability concerns the extent to which test results are stable, consistent and accurate and therefore the extent to which they can be depended on for making decisions about the student.

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## Appendix 1

### Common European Framework Reference Levels (CEFR)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A0/A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## **Appendix 2**

### **Starters/Movers [A0/A1 Level]**

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **Flyers or Key English Test [KET] [A2 Level]**

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

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