School - EAL Policy

Version Date	Date of next review
October 2023	

Purpose

The purpose of the English as an Additional Language (EAL) policy in YOURNAME is to provide a comprehensive framework to support students for whom English is an additional language. This support covers their language acquisition, their academic progress, and their social integration within the school community.

The term "EAL" is used to describe a diverse group of learners who speak English as an Additional Language. For example, the Department of Education (DfE) for England defines these learners as those who have been 'exposed to a language at home that is known or believed to be other than English' (DfE, 2019).

As international schools, Artemis schools will often have a majority of students for whom English is not their first language. We therefore recognise that all teachers are, in practice, language teachers with a responsibility to facilitate communication.

Related documents

This policy should be read in conjunction with the *Artemis Language Policy*.

Policy statement

Artemis Schools are international schools that recognise and celebrate the diverse linguistic and cultural backgrounds of their community. We are committed to providing a supportive and inclusive learning environment that facilitates the academic success and holistic development of all students, including those who are multilingual learners.

Our EAL policy aims to ensure that students with diverse language backgrounds have equitable access to quality education, enabling them to become confident, proficient learners and active participants in our multicultural community. While students may be developing their English language skills, we understand that cognitive challenge should be kept appropriately high.

The implication of this for schools is that teachers should offer English as an Additional Language (EAL) support for classroom instruction, not for individual student or after-class tuition purposes, although that is also possible. Staff should be trained in basic EAL methodology to identify language and comprehension gaps in English and to encourage fluency of expression, amongst all students.

Procedures

The importance of home language: We consider that maintaining and extending home language (L1) is an essential part of an international school education. We understand that home language plays a significant role in the learner's sense of identity and that if learners have a solid foundation in their home language(s), they can transfer the skills learned in that/those language(s) to help them develop stronger language and literacy abilities in other languages, including English. We support this through a

range of strategies, such as home language books in the library, parent workshops to support developing a language plan, electives and Artemis Experience opportunities.

The language profile of the school: YOURNAME updates their language profile each year. This information comes from admissions documentation for new students and from the annual surveys for both staff and students.

EAL framework: YOURNAME uses a research-based framework to guide their EAL programme. This shapes the approach to identification, assessment, and support. Frameworks to support this process include:

- [Nassea - EAL Assessment Framework](#)
- [The Bell Foundation – EAL Assessment Framework](#)
- [Common European Framework Reference - Languages](#)

Identification, support and feedback: EAL students are identified at the point of admission, and the assessments used are outlined the Admissions Assessment Policy. We acknowledge that not all EAL students require support.

For students who are already in the school, teachers should work through the referral process if there is a perceived need for additional support. The referral process should encompass the following stages:

- Completion of referral form – including strategies that have been put in place for in class support and scaffolding
- Observations and evidence collection
- Assessment
- Collaboration and communication
- Evaluation and decision making
- Parental involvement
- Support plan
- Ongoing monitoring and review
- Exiting from the EAL support programme

For students identified as EAL, there are various levels of support available, which will be coordinated by the EAL team. These support options could include:

- In-class scaffolding and support – the EAL team will advise class teachers and cohort leaders
- In-class additional support – Push in support from the EAL team
- Withdrawal support – Pull out support from the EAL team

Individual Language Support plans for all students receiving in-class additional support and withdrawal support will be created. See sample in Appendix 1. Support plans are reviewed regularly.

EAL team: YOURNAME has an EAL team committed to the progress and growth of EAL learners. They work in close collaboration with other members of the school team, parents and students.

Parental partnerships: We recognise parents as valuable language partners. They are involved in the creation of their child's individual support plan and are given the opportunity to meet regularly with the EAL team to discuss their child's progress. They are also involved and educated through a range of

parent workshops. In addition, parents help to create the rich tapestry of the school's culture and are provided with opportunities to share their language and culture with the school.

Professional Growth and Learning: We are committed to the ongoing professional development of all our staff to ensure they possess the knowledge, skills, and expertise to effectively support EAL learners. This is developed through external providers and through in school expertise. We acknowledge that all staff are language educators and support their development by investing in professional development. For example, the school could invest in professional development across the school staff. One example is, Teaching in English in multilingual classrooms: Language in learning across the curriculum (TEMC).

Resources: Students have access to resources which are age, language level, linguistically and culturally appropriate. This also includes an emphasis on developing the home language book collection in the library to reflect our international student population.

Technology: YOURNAME embraces technology as an integral part of language learning. In line with the school's Education Technology Policy, student's learning can be enhanced in several ways. These could include online translation, Language 1 research, digital presentation tools, speech to text, online dictionary, and thesaurus tools, online language learning, literature resources and utilising language learning software. Technology provides students with rich, authentic, and relevant contexts for language development at all levels of instruction. For Artemis IB Schools technology through the online platform of Pamoja provides students with the opportunity to study self-taught languages.

Sample Individual Language Support Plan

Name		DOB		Class/House	
Start date at school		Support started		Home language (s)	
Level of support				Supported by	

Date of review	

OUTLINE SUPPORT NEEDED <align to the school´s EAL framework>

STRENGTHS AND INTERESTS (Class teacher/ Tutor and student)

SCAFFOLDING

TARGETS AND ACHIEVEMENT CRITERIA

Next step	Achievement Criteria	Strategies	Resources	Frequency

Home Target	Achievement Criteria	Strategies	Resources	Frequency

ASSESSMENT AND REVIEW			
Review Date		Participants	
Target 1 Outcome			
Target 2 Outcome			
Target 3 Outcome			
Home Target Outcome			

NEXT STEPS
☐ New ISP   ☐ Monitoring   ☐ Off EAL Register   ☐ Other:

Parent Signature _____   Date _____

Student Signature _____   Date _____

EAL Team Signature _____   Date _____