



British International School of Timisoara

We Provide the Foundation on Which Our Children Can Flourish

School Policies

English as Additional Language Policy

Approved by:	Head of School	Date: February 2019
Last reviewed by:	School Leadership Team	Date: August 2022
Next review by:	School Leadership Team	Date: May 2023

General

British International School of Timisoara is a coeducational private international school offering a British-style education and accepting children aged between 4 and 18.

British International School of Timisoara offers its students a truly international experience through a British-style curriculum and adheres to the guidelines of the Council of British International Schools, Cambridge Assessment International Education and the International Baccalaureate Organisation. Our qualified, internationally-experienced and dynamic educators teach all subjects in English, with the exception of the lessons of Romanian, which are being taught by qualified and engaging local teachers.

Vision, Mission and Values

Our Vision

We Provide the Foundation on Which our Children can Flourish
Inspiring our Students to Learn and Live with Purpose

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our core values

We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive

At BIST we want to ensure that all members of our community understand and adhere to our school ethos and values. Rules and regulations will be in place to protect all members of the community and to give everyone equal opportunities for development and progress.

Introduction

At the BIST we recognise that a large proportion of our pupils speak English as an additional language and as such some do not have the English language skills necessary to cope with the demands of the English National Curriculum and mainstream lessons taught entirely in English. For this reason, students entering BIST need to first be assessed to determine if there is a need for additional English lessons. Where a need has been identified, students will be provided with support, as outlined in this policy, to enable them to have every opportunity to successfully integrate into school life and their mainstream classes.

EAL department

The EAL (English as an Additional Language) programme will be implemented and coordinated by the appointed EAL coordinator (and teacher of EAL). It is the EAL coordinator's responsibility to identify the needs of the students, provide a suitable educational plan, provide feedback for the School Management Team and keep teachers and parents informed

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with regards with the progress made by the students who are part of our EAL programme. The lessons of EAL can be delivered under the guidance and support of the EAL coordinator, as well as by the qualified languages teachers who will support the EAL programme based on needs and their availability.

EAL department aims

- To assess students applying to study at BIST in order to accurately determine their level of English proficiency;
- To determine if additional English lessons are needed to:
 - enable the students to become fully integrated members of the BIST school community
 - enable the students to access the curriculum
 - enable all students to meet the school's pupil achievement expectations
- To place students in need of additional English lessons in appropriate EAL classes;
- Where a language need has been identified, to design a program to cater to that individual need;
- To develop basic interpersonal communicative skills;
- To develop cognitive academic language proficiency;
- To teach in such a way as to motivate students to learn;
- To provide a positive, supportive, learning environment;
- To provide the basis for greater vocational opportunities and recreational fulfilment.

BIST objectives with regards to our EAL approach

At BIST we want to ensure that all students enrolled are given equal opportunities so they can take advantage of the provisions within the curriculum and the extracurricular programme. Consequently, we need to ensure that the level of the English does not represent an obstacle in the learning and development process. This means that we endeavour to:

- supply the level of support needed for students, with the resources available, to make sufficient progress in their studies and to succeed academically;
- set in place a curriculum that caters to the different levels of English proficiency in each year group;
- ensure that planning considers the 12 strands of literacy for Reception through Year 6;
- ensure that planning caters to the four skills (reading, writing, speaking, and listening) and is differentiated;
- ensure that English grammar is covered properly, including the 12 tenses, syntax, and textual cohesion;
- teach appropriate meta-language skills to better facilitate learning;
- undertake teacher observations to ensure the quality of teaching, at least once per term;
- ensure that EAL Coordinator (and teachers) provide regular feedback to the class teachers (Years 1 – 6), form teachers and subject teachers (Years 7 – 13);

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- provide the following support at each level (guidance – this can be adjusted based on needs):
 - Elementary: up to 5 hours per week (1 hour per day)
 - Pre-intermediate: up to 4 hours per week
 - Intermediate/Upper intermediate: up to 2 hours per week
- provide small group or 1-to-1 support where possible
- support students to attain a comprehensible level of English
 - support Years 1 and 2 in achieving a pre-intermediate level of English proficiency
 - support Years 3 to 6 in achieving an intermediate level of English proficiency
 - support Years 7 to 9 in achieving upper-intermediate level of English proficiency
 - support Years 10 to 13 to achieve a pre-advanced level of English proficiency
- provide on-going staff training in working with EAL students in mainstream classes
- where teaching is deemed inadequate, teacher support and training will be available and regular evaluations carried out to ensure that good teaching practice is maintained.

Admissions Requirements (English Language)

BIST offers an open enrolment policy, which means we do not exclude students based on academic ability. However, as part of our admission policy, we assess students' level in English language to ensure BIST is the best possible choice for the child and to establish the support that needs to be put in place in accordance with the child's level and ability.

Reception – Year 2

There is no minimum level of English required for students entering Reception to Year 2. There is no discrete EAL programme in Reception, as English language skills are taught as part of the mainstream curriculum. An EAL programme will be in place for students in years 1 and 2, based on needs and in accordance with this policy.

Years 3 – 6

It is recommended that students enrolling in Years 3 and 6 have a level of English commensurate with the level of that respective year group to ensure the best possible adjustment to the class environment. An evaluation in English Language will take place as part of the admission process. Support will be in place, planned and guided by the EAL Coordinator, for those who show potential to improve rapidly and have an acceptable level of English.

Years 7 – 8

It is recommended that students enrolling in Years 7 and 8 have a minimum intermediate level of English to ensure they can successfully access the curriculum. An evaluation in English Language will take place as part of the admission process. Support will be in place, planned and guided by the EAL Coordinator, for those who show potential to improve rapidly and have an acceptable level of English.

Year 9

It is recommended that students enrolling in Year 9 have a minimum upper-intermediate level of English to ensure they are able to achieve success in the Checkpoint Exams and be well placed to start the IGCSE programme. An evaluation in English Language will take place as part of the admission process. Support will be in place, planned and guided by the EAL Coordinator, for those who show potential to improve rapidly and have an acceptable level of English.

Year 10 – 12

Students applying to enrol for Years 10 through 12 must have an advanced level of English language in order to have good opportunities to be successful in the formal KS4 and KS5 exams.

Admission will be granted to students prior to the evaluation of English Language (in the Secondary School) to students meeting the required target. Where the result is not in line with the entry criteria, the school reserves the right to refuse enrolment. However, the Head of School will discuss each individual such case with the EAL Coordinator and an action plan (EAL programme) can be agreed with parents in certain cases where potential for rapid improvement is clear and the student can benefit from joining the school.

Staff Referral

In addition to the evaluation as part of the admission process, all teachers have the responsibility to observe the level of English of their children and refer a student for further EAL assessment where they feel he/she has a learning difficulty relating to their level of English. In this situation, an EAL Referral Form will be completed and sent to the EAL Coordinator. A meeting will be arranged between the EAL Coordinator and the referring teacher, and feedback will be offered post-assessment in regard to whether additional English lessons are required, in compliance with the school's EAL Policy. In some situations, additional support may be offered in the form of creating an independent study programme with supplementary materials to be administered by the mainstream English teacher, rather than placing the student onto an EAL timetable.

Timetabling

Where timetabled EAL lessons are required, they should be timetabled, if possible, during non-core subject time: English, Math, Science, and ICT.

- Elementary level students in the Secondary School and in Upper Primary School may be taken out of native English classes if it is considered that they will progress more in EAL classes;
- Elementary students should also be taken out of Humanities classes, if possible;
- Based on specific cases, students below an intermediate level of English should be timetabled for EAL during MFL time, unless the student in question is already studying an MFL; in which case the student may continue with the MFL and be taken out of non-core subjects.

Differentiation

We recognise the importance, in all areas of our planning and teaching, of catering for the needs of individual students, understanding that students work at different rates, in different ways, and may have different language backgrounds.

Accordingly, differentiation will be carried out by each teacher, who has the best knowledge of their class; in many cases differentiation is as simple as the choice of question aimed at a particular pupil, or extra support given to a pupil who needs it.

When using the class texts, there are a range of activities and additional resources which allow the teacher to cater to the specific needs of each student within their group. Extension tasks should always be available for students who finish tasks early, and to challenge more able students.

Strategies for teachers

Teachers are responsible for utilising/creating appropriate resources for the level of each child. In addition, teachers must use various specific strategies to ensure the best possible experience for the EAL children during the lessons:

- Do not avoid asking EAL pupils questions. The pupils feel undervalued. They need to be as challenged as the rest of the group. The pupils want to feel that they are part of the group;
- Remember the pupils who are in EAL. These pupils are identified. Teachers should also make some kind of identifying mark in their personal registers;
- Try to speak slowly and clearly and make sure that the EAL pupils understand;
- Encourage the EAL pupils to get involved and ask questions;
- Explain key words and write them on the board;
- Provide the definitions of new key words, eg. in Science lessons where teachers click on the scientific terms on the IWB;
- Help the pupils find the correct definitions (eg. setting this for homework). Specialist vocabulary books should also be provided;
- Identify new words in advance and discuss their meanings. The new words could be noted in the back of exercise books;
- Use pictures, where appropriate, to explain meanings (the iPads should be particularly useful for this);
- Check during the lesson that the new words are understood;
- Write the homework tasks on the board;
- Give the pupils revision lists, key words and practice tests before tests;
- Be aware of the difficulty of reading joined-up handwriting. Pupils have often had to learn a completely new alphabet and it is particularly difficult for these pupils to read joined up handwriting;
- Be aware of the use of humor or sarcasm; EAL pupils can feel left out of the class when the others are laughing at a joke that they cannot understand;
- Pair the EAL students with good English speakers.

Formal assessment

There will be a general English proficiency assessment at the start of the year and at the end of each half term. Where it is deemed that a student would benefit from moving up to a more challenging class, or no longer needing EAL support, consultation with the class teacher (Years 1 through 6) or with the subject teachers at Key Stages 3 through 5 (Years 7 through 13) will be carried out and parents informed accordingly.

EAL reports will be written on termly basis and shared with parents.

Informal assessment

The mainstream class teacher or form teacher may also recommend to the EAL Coordinator that a student returns to mainstream lessons, where it is deemed that additional EAL support is no longer needed. In this situation, a meeting should be arranged between the EAL Coordinator and the mainstream class teacher / form teacher to review evidence of student progress and level, to discuss the needs of the student, and to weigh the benefits of continuing with EAL versus returning to normal classes. If a decision of taking the student off the EAL timetable is made, the EAL Coordinator will then inform the mainstream teachers of the changes to the timetable. The parents will be informed of the decision and the reasons supporting it.

There will be on-going informal assessment throughout the year in the form of homework, regular class quizzes (including periodic unit tests for class texts) to check the student's knowledge of grammar and vocabulary covered, as well as general reading, writing, listening, and speaking levels.

The EAL teacher should be in regular contact with the mainstream class teacher, with both staff aware of the targets of the EAL programme for that student, as well as the potential exit date for the student from the EAL programme.

Equal Opportunities

All students attending BIST are entitled to have EAL lessons. All students are given the same opportunities, irrespective of their abilities, gender, or race.

Teachers will plan lessons in such a way as to ensure that a sufficiently broad variety of language contexts are covered to cater to the interests of both boys and girls.

Parent Consultation

Parents of students requiring additional EAL support will be notified and informed of the number of hours the student will receive EAL and what classes the student will be taken out of in order to receive EAL support.

Parents will also be notified in writing when a student has successfully attained the minimum level of English required for his/her year group, and as such will no longer be required to come off timetable to have additional English lessons.

Parents will receive a report at the end of each term, containing the main content points studied, the progress the student has made and the areas that require extra focus.

Behaviour and Health & Safety

School and classroom rules apply at all times during EAL lessons. EAL teachers should be informed about the school rules and health and safety procedures in regard to problematic situations arising, such as fire, earthquake, or any other situation that may place students at risk.

Students will be made aware of the school rules, health and safety procedures, and classroom expectations in regard to behaviour, and these should be enforced by the classroom teacher to ensure a safe, enjoyable learning environment.

Policy review

This policy will be reviewed on early basis by the School Leadership Team and the EAL Coordinator and will be adjusted as necessary based on all possible requirements and updates for this area.



Appendix 1

EAL referral form

Class:	Teacher's name:	Referral date:
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Student name:	Date of birth:
BIST start date:	Nationality:
Siblings at the school: Current grade(s):	Home language:

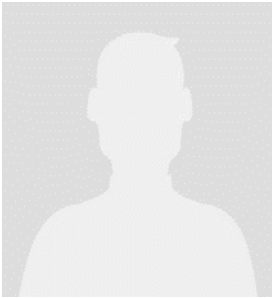
Please indicate the strengths and areas you feel need the most improvement. Measure this against the average expectation you have for a *student in your class*.

	Well below average	Below average	Average	Above average
Phonics, spelling and vocabulary [can sound out, spell and understand the meaning of words used in class]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar and punctuation [can understand and use English in meaningful sentences]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading [can understand and comprehend the meaning of a written text]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing [can give written responses appropriate to the task that is set]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking and listening [can respond to questions in spoken English, including verbal instruction that are given]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional teacher comments:				



Appendix 2

EAL Action Plan (IEP)

Student details	Name		
	Year group		
	Date of birth		
Student profile 	Strengths / likes and hobbies		
	Concerns and student dislikes		
	Current level of English		
Objectives based on identified needs (concerns)	1. 2. 3.		
Suggested actions for teachers and TA's to embed into mainstream lessons to support the child			
Who is involved	EAL coordinator, EAL teacher, Class Teacher, TA, student, parent		
IEP Date		IEP Review Date (regular evaluation)	
Outcome to review meeting (evaluation)			