

# ESL Policy

## PURPOSE

The purpose of this policy is to provide a clear guide for parents and staff in regard to the provision of additional English support to enable students joining the ISB to access the curriculum. This policy covers all students being admitted to ISB (newly registered and existing students).

## INTRODUCTION

International School of Bucharest (ISB) is a private international school with a British style of education for students from the age of 2 to 19 in Bucharest, Romania. It caters to over 600 students from 40 different countries.

Many of our students speak English as a second or even as a third language, and therefore may not have the English language skills necessary to cope with the demands of the British National Curriculum. Depending on their age, students new to English will likely acquire conversational fluency Basic Interpersonal Communication Skills (BICS) in around two years but will usually need a minimum of five years to achieve competence in academic English Cognitive Academic Language Proficiency (CALP). Students new to ISB need to be assessed to determine whether they need EAL lessons, and where a need has been identified, to be provided with sufficient EAL support, as outlined in this policy, to enable them to better integrate into their mainstream classes, as well as being able to achieve their full potential academically.

## AIMS

- To welcome and value the cultural, linguistic and educational experiences that EAL students bring to ISB
- To develop students' ability to understand and use English effectively for the purposes of practical communication (BICS) as well as in an academic context (CALP)
- To provide a positive, supportive and motivating learning environment and a smooth transition between Key Stages
- To ensure that all EAL students receive the appropriate level of support
- To maintain students' self-esteem and confidence by acknowledging and giving status to their home languages/mother tongues
- To place students in need of additional English lessons in an appropriate EAL class

## OBJECTIVES

- To assess existing and new students at ISB in order to accurately determine their level of English proficiency and the amount of withdrawn EAL support that a student needs. These lessons will primarily involve withdrawal from English in Primary School so that there are targeted lessons, using Cambridge materials. In Secondary, withdrawal is made from MFL (French/ Spanish, Romanian/ Turkish), Humanities (in KS3).

- To ensure that we are able to supply the level of support needed for students, with the resources available, to make sufficient progress in their studies and to succeed academically within the ISB curriculum. It must be noted that ISB is not a language school but we are able to offer five lessons of EAL per week and an additional 'Extra English' lessons during MFL2 lessons. In addition, in-class support is made available during some Science/Topic and Maths lessons where timetables allow. In Secondary, eight hours of EAL (KS3) is provided every week with a focus on developing all skills needed to succeed academically, including cross-curricular lessons.
- To set in place a curriculum that caters to the different levels of English proficiency in each year group
- To equip teachers and support staff with the knowledge, skills and resources to be able to support and monitor EAL students
- To prepare EAL students for internationally recognised qualifications: Starters, Movers, Flyers, A2 Key for Schools in Primary and both A2 Key for Schools and B1 Preliminary for Schools in Secondary
- To monitor and assess students' progress regularly and to use the data to inform planning, teaching and learning. Students to sit two mock exams throughout the academic year.
- To ensure that there is regular dialogue and feedback between the EAL department and the class teachers (Primary) and subject teachers (Secondary)
- To ensure that planning takes into account the 12 strands of literacy for years Foundation through Year 6
- To ensure that planning caters to the four skills (reading, writing, speaking, and listening) and is differentiated
- To ensure that English grammar is covered properly, including the 12 tenses, syntax, and textual cohesion. Other subjects such as Maths, Science or Topic should be taught by the class teacher with the help of the TA where possible.
- To teach appropriate meta language in order to better facilitate learning
- To undertake teacher observation to ensure the quality of teaching at least once per term
- To have teachers carry out at least one peer observation per year and complete an observation feedback form
- To ensure that EAL teachers provide regular feedback to the class teacher (Years 1-6) and Form Teachers and Subject Teachers (Years 7-13)

## TEACHING & LEARNING

**In order to ensure that we meet the needs of EAL students, Primary class teachers and Secondary subject staff will:**

- have an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue
- give newly arrived students time to absorb English, bearing in mind that there is a 'silent period' when those new to the language understand more English than they use
- recognise that EAL students need more time to process answers and to complete work
- appreciate and acknowledge students' mother tongues and allow them structured opportunities to use them

- have high expectations and expect students to participate in all classroom activities/tasks, whilst realising that sufficient scaffolding must be provided for EAL students to successfully complete tasks
- monitor progress carefully and ensure that EAL students are set appropriate and challenging work, including extension tasks
- for the more able. This can involve carrying out extension research in the mother tongue or bilingually with outcomes delivered in English
- group students so that EAL students hear good models of English

## ASSESSMENT & EVALUATION

### Initial Assessment:

Initial assessments are made using the Common European Framework of Assessment (CEFR), which maps language levels to the most common and widely used international English language exams. The Head of EAL, who is an assessment professional with significant experience and qualifications in the area of EAL, records these initial assessments in a folder that is shared with both class teachers and parents.

Incoming Year 1 and 2 students will be assessed using formal and informal methods such as observing the new student in mainstream class, interview with the EAL teacher, or transcripts from the previous school. Incoming Year 3-6 students will be assessed at the start of the year using the **Cambridge English Young Learners Placement Test for Y3 and 4** and **Cambridge English for Schools Placement Test for Y5- 9**.

**Additionally, vocabulary scores from CEM entrance tests will be consulted in the Secondary school. The minimum requirement for entering KS4 is a B1 level (CEM vocabulary score should also be sufficiently high enough).**

If the placement test results are not probatory then multiple criteria should be used in making determinations regarding when a student still needs EAL programme services.

These criteria include:

- The student's score on an English language proficiency test
- Classroom performance and End of year report
- Reading level in English
- Class Teacher and EAL teacher recommendation

ISB offers an open enrolment policy, which means we do not exclude students based on academic ability. We assess all students before they start and work to ensure that we have a programme in place to help each student progress in accordance with their current level and individual ability.

The test is required in order to identify each student's English level so that they can receive the correct support for their level of English.

- **For Y3, your child should be at A1 Movers level.**
- **For Y4, your child should be at A2 Flyers level.**
- **For Y5, your child should be at A2 Key for Schools level.**

- For Y6 and Y7, your child should be at B1 Preliminary for Schools level.
- For Y8 and Y9, your child should be at B1+
- For Y10 and 11, your child should be at B2 First for Schools level

### Assessing Progress in EAL

**EYFS and KS1:** There is no minimum level of English required for students entering EYFS and KS1. The major focus of EAL in KS1 is to help children develop the language and skills needed to build friendship at school, and to support participation in the mainstream classroom. The focus of EAL lessons is on teaching students English language skills which include explicit and systematic phonics instructions. This will enable the students to gain writing and reading skills (coding and decoding). A coursebook is used to help support beginners acquire English skills. This book is **Cambridge Global English 1 and 2**. Cambridge Global English is a language-rich course for learners of English as a Second Language, following the Cambridge International Examinations curriculum framework. The EAL lessons will primarily involve withdrawal from English lessons up to 5 times a week and during Phonics sessions. Where necessary, additional withdrawal lessons may come from Guided Reading. The pupils are placed in an appropriate group with children of similar levels or they may also have lessons individually. The support will continue until both the EAL specialist and the class teacher believe the pupil is ready to go back to class full time. Students are assessed through end of term reports and Tracking system where children must meet certain objectives.

**KS2:** Students in KS2 (Year 3-6) will be prepared for Cambridge English Qualifications (Young Learners English tests, A2 Key for Schools or B1 Preliminary for Schools) during their EAL lessons. The cost of the programme is 2000EUR for the whole academic year and includes the coursebooks, 2 mock exams, exam preparation 5 times/week only during English lesson, Guided Reading and MFL2, an 18-month subscription to authentic Cambridge materials (YLE only), and the exam fee. Existing students must follow this programme after a joint decision by the class teacher and the EAL department using the guidelines listed under **Initial Assessment** section.

If an incoming student has already taken the Cambridge Young Learners English Test, then they need to provide proof (certificate) of their English proficiency.

If these students want to continue preparing for Cambridge English Qualifications, they can do that by registering to one of the afternoon clubs.

The coursebook used to prepare students for YLE tests is **Kid's Box**. Kid's Box is a six-level coursebook which gives children a confident start to learning English. It fully covers the syllabus for the Cambridge Young Learners English (YLE) tests.

Students are continually assessed throughout the year unit tests linked to the Cambridge Young Learners English (YLE) tests. Students are also assessed using past examination papers for the Cambridge Starters, Movers or Flyers tests where deemed appropriate.

**KS3:** There is no minimum level of English required for students entering KS3. Students will be prepared for A2 Key for Schools or B1 Preliminary for Schools examinations during their

EAL lessons. There is an extra cost for the whole academic year and includes the coursebooks, 2 mock exams, 8 classes of EAL/ week, and the exam fee.

The recommended coursebook will be used to prepare students for A2 Key for Schools or B1 Preliminary for Schools, offering a fast, focused exam preparation and intensive revision and practice to quickly maximise student performance.

The Cambridge ESOL examinations are usually taken in May/June. Students are entered for the examination commensurate with their English language ability and our success rate is high. When a student passes the B1 Preliminary for Schools examination, they will no longer receive EAL withdrawal lessons and will return to mainstream lessons, although support will continue to be offered to students passing PET in Year 10 and 11.

Students who are deemed not to be progressing sufficiently in EAL will be referred to the SSS team to identify any language difficulty. Students may be asked to repeat the school year.

**All students** must follow the EAL programme if the placement test and EAL teacher recommend it. Students are not allowed to change levels (to go from Starters to Movers) during the academic year.

**KS4:** Students will be prepared for B2 First. There is no cost for the support classes, as they are an option for other subjects: Global Perspectives (2 lessons/ week), MFL (3 lessons/ week) and a particular option block (3 lessons/ week). Sitting the Cambridge examination (B1 Preliminary for Schools or B2 First) is not mandatory and there is an **extra fee** to be paid if they wish to take it.

<b>Approved by:</b>	Whole School SLT
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