



THE BRITISH SCHOOL OF BEIJING, SHUNYI

English as an Additional Language

Anne Burraston

Head of EAL (Whole School)



Department Minimum Professional Requirements:

All our department's teachers at both primary and secondary levels must have a specialized qualification in English language teaching that is internationally recognised and externally assessed such as the Cambridge CELTA.



Who we are:

Primary Mrs Elaine Waterland

Ms Holly Dong

Mrs Sonja Johnson

Mr Kaz Michalak



Mrs Elaine Waterland

- B.Sc in Psychology
- Swapped a career as a manager in a blue-chip company for education and teaching.
- Has taught and worked in education in Cameroon, Equatorial Guinea - for the British Council – and for the British School of Houston, Texas



Mrs Holly Dong

- Educated in Australia receiving a Bachelor in Early Childhood Education from the University of Melbourne and a Masters in Education from The University of Sydney.
- Is currently working on a Post-graduate Certificate in Inclusive Education from the University of New England, Australia
- Has taught in kindergartens and primary schools in Sydney and Melbourne.



Mrs Sonja Johnson

- A degree in Psychology
- A long career in training and teaching English for Specific Purposes in the Middle East, the UK and China
- Has specialized experience in target setting and achievement in both education and professional environments.



Mr Kaz Michalak

- BA (Hons) in Music from the Royal College of Music, London
- Over 10 years' EAL teaching experience
- Main teacher for the German School English programmes



Secondary

Mr Andy Sheridan

Mr Mark Burnham

Ms Anne Burraston



Mr Andy Sheridan

- Undergraduate degree in English literature and history
- Has worked in China as a teacher and teacher trainer for VSO in Jiangsu and on the Tibetan plateau
- Exam Professional Services Manager for the British Council, Beijing, managing over 600 examiners



Mr Mark Burnham

- Bachelor of Fine Arts
- University foundation course and curriculum manager of Beijing-based programmes for Sheffield Hallam University, UK
- Many years experience in preparing overseas students for study at UK and international universities



Anne Burraston

- University of Sydney: BA in history, French, Japanese
- MA (Applied Linguistics), UNE, Australia
- 20 years' experience teaching students from pre-school age to university professors in Sydney, France, Japan, Argentina, China (Shanghai, Hong Kong, Beijing)



Strength in Assessment

Examiners and/or examiner trainers for:

- IELTS
- Cambridge Main Suite: PET, KET, FCE
- IGCSE E2L

Partner with Cambridge English Language Assessment for trial testing



Our mission: academic and pastoral

- All of our teachers have had long experience living and working in other cultures and understand the challenges of being in a non-native language environment.

- “EAL students receive structured EAL lessons each week using levelled materials that meet their individual learning needs. Meanwhile an EAL teacher is a facilitator who builds an **inclusive and open environment** for the students, hence **supporting students** with not only the language but also the skills to acquire new language and their **emotional needs.**”



“Our mission as an EAL department is to provide structured and focused learning in a **comfortable and supportive environment** therefore **enhancing the confidence in our students** resulting in stretching targets being achieved. As teachers we set ourselves high standards encompassing passion , integrity and drive.”



“As a teacher: provide a fun and focused learning environment which will give the students the **confidence** and **desire** to develop their English skills.

As a department: creating a dynamic environment where students are challenged to improve at a fast pace.”



What we do

- How we assess students for the programme
- The progression within the department
- Exiting the programme



Assessment

- Accurate assessment of a student's level in all major skills (reading, writing, listening and speaking) is vital to ensure targeted input.
- The input level needs to be comprehensible but challenging:
- Level +1



CEFR= the Common European Framework of Reference for Languages

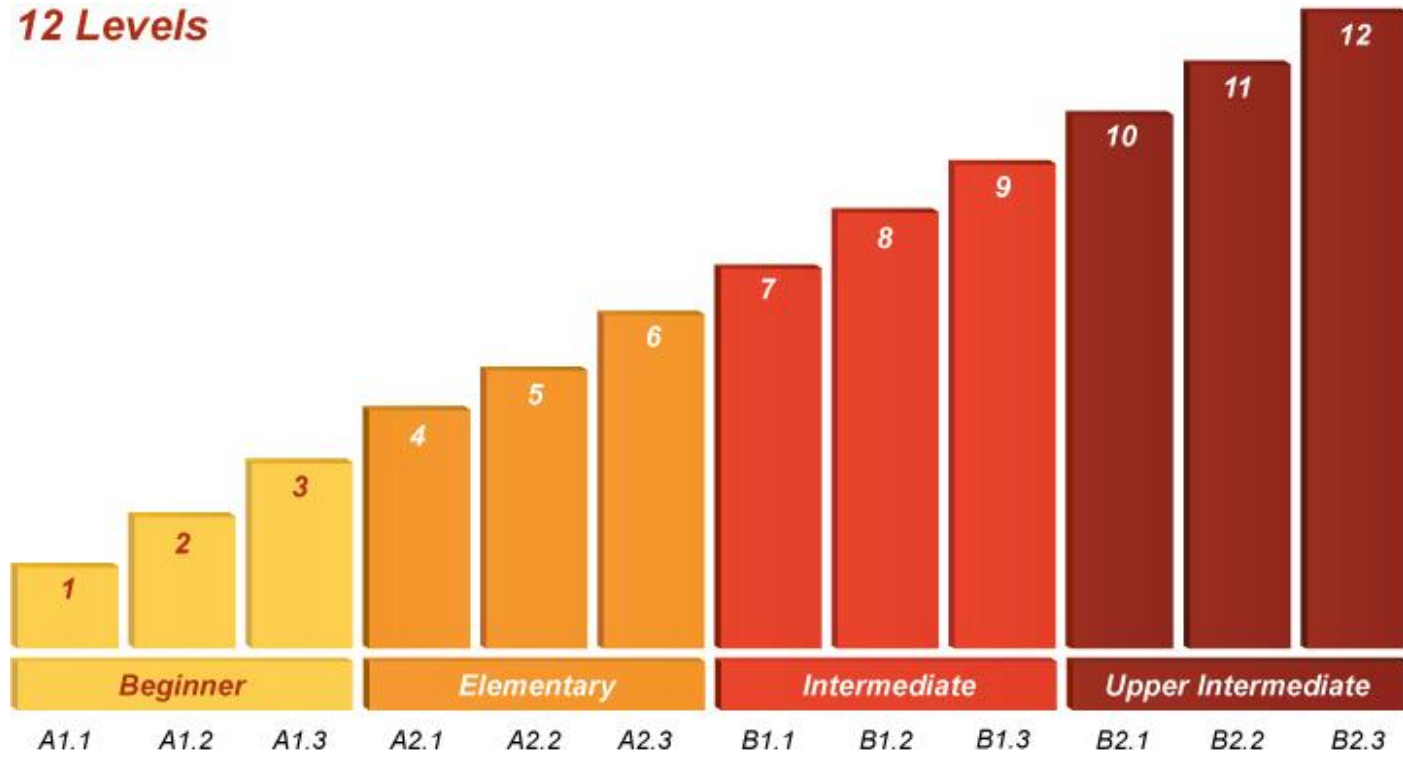
- 20 years' research by Europe's elite language teaching institutions
- English language research done by Cambridge English Language Assessment.
- Provides a framework of steps to assess learner progress






The CEFR + Cambridge exams

	Common European Framework of Reference for Languages		General English
Proficient user	C2	Mastery	CPE
	C1	Effective Operational Proficiency	CAE
Independent user	B2	Vantage	FCE
	B1	Threshold	PET
Basic user	A2	Waystage	KET
	A1	Breakthrough	

The CEFR at BSB

12 Levels



		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening 	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

CEFR levels at primary

Myself



A1

I can understand questions about myself



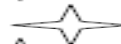
I can understand when the teacher tells me to do something that I already know



I can find my name on a list or on the classroom wall



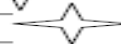
I can answer some questions about myself and my family and say if I like something



I can tell the teacher if I need something



I can copy words from the board

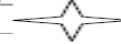


A2

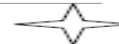
I can understand what my friends are saying



I can read words that I already know



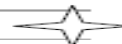
I can answer lots of questions about myself and my family



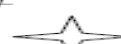
I can tell my parents about what I did in school



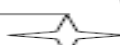
I can tell my teacher if I have a problem



I can talk about the colour of my hair and eyes and how tall I am



I can write a little about myself and my family and about things I like doing



B1

I can easily understand my teachers and my friends



I can read stories about children in other places



I can answer questions about my life and what I like doing



I can tell other people about something nice that happened to me








I can write about things that happen and the things I like and don't like








CEFR levels for secondary subjects : Science

SCIENCE SUBJECTS

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can understand basic words and phrases denoting scientific objects, processes and equipment when they are spoken clearly.	Can follow very simple scientific explanations provided that they are given in slow careful speech and key vocabulary and concepts have been prepared in advance.	Can understand the teacher's explanations of experiments, scientific processes, etc. when supported by, e.g., diagrams on the board or illustrations in the textbook. Can understand the main points of audio-visual presentations on science topics provided that key vocabulary and concepts have been prepared in advance.
	Reading 	Can understand labels on diagrams and associate them with appropriate pieces of equipment.	Can use diagrams to access the text that accompanies them. Can follow simple written instructions for familiar, previously demonstrated experiments, observations, etc.	Can understand textbook explanations and examples provided that new words and concepts have been prepared in advance. Can follow written directions for simple observational or experimental procedures that he/she has not encountered before.
S P E A K I N G	Spoken Interaction 	Can indicate lack of comprehension and ask for assistance with scientific vocabulary. Can use basic scientific words and phrases and visual support (e.g. pointing, gestures) to participate in group work.	Can use words and phrases from the textbook to answer simple questions and participate in group work.	Can engage spontaneously and fully in group work (observations, experiments, etc.). Can contribute to discussions of observations and experiments carried out in class.
	Spoken Production 	Can say basic words and phrases denoting scientific objects, processes and equipment	Can use a series of phrases and sentences to give a simple description/explanation of basic scientific processes.	Can give a short connected description/explanation of scientific processes with which he/she is familiar.
W R I T I N G	Writing 	Can use basic scientific words to label charts and diagrams. Can write basic scientific words into a gapped text. Can draw diagrams that illustrate basic scientific processes and simple experiments.	Can use phrases and sentences to write simple descriptions of experiments when guided by a writing frame. Can use phrases and sentences to write simple text to accompany scientific diagrams. Can use phrases and sentences to make simple notes about observations, experiments, etc. carried out in class.	Can use notes, headings and reference works to write short connected descriptions of scientific experiments, processes or concepts. Can contribute short connected text to group projects. Can write short connected summaries of observations, experiments, etc. carried out in class.

CEFR subject levels for Secondary: Humanities

HISTORY AND GEOGRAPHY

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can understand basic words that arise in mainstream history and geography classes when they are spoken slowly and clearly.	Can follow simple explanations in the mainstream history or geography class provided that they are given in slow careful speech and key vocabulary and concepts have been prepared in advance.	Can understand the teacher's introductions to new topics in the mainstream history or geography class provided that key vocabulary and concepts have been prepared in advance. Can follow the main points of media presentations on familiar historical or geographic topics.
	Reading 	Can understand key words, e.g. names of people and places, in history and geography textbooks.	Can extract specific information from history and geography textbooks. Can use illustrations, graphs, tables, etc. to access the main ideas of units in history and geography textbooks. Can follow simple written instructions for familiar learning procedures in history and geography textbooks	Can use reference works to enhance understanding of the history or geography textbook. Can read simple texts about people and places in other times and other places for interest as well as for study purposes.
S P E A K I N G	Spoken Interaction 	Can indicate lack of comprehension and ask for assistance with vocabulary specific to history/geography. Can use basic words and phrases and visual support (e.g. pointing to appropriate pictures or graphics in the textbook) to participate in group work.	Can use words and phrases from the textbook to answer simple questions and participate in group work.	Can engage spontaneously and fully in group work (e.g., history or geography projects), though he/she will still need help with unfamiliar words and concepts. Can contribute to class discussions of historical and geographical topics.
	Spoken Production 	Can say basic words that arise in mainstream history and geography classes.	Can use phrases and sentences to give a very simple account of people, events, places, etc. dealt with in the mainstream history or geography class.	Can give short connected accounts of people, events, places, etc. dealt with in the mainstream history or geography class.
W R I T I N G	Writing 	Can copy facts from simple history and geography texts. Can draw on the textbook to fill in names and subject-specific terms in gapped history and geography texts. Can draw and label simple time-lines and maps.	Can use phrases and sentences to write simple accounts of people, events, places, etc. dealt with in the mainstream history or geography class. Can use phrases and sentences to write simple text to accompany timelines, maps, etc. Can use phrases and sentences to make simple notes about topics dealt with in the history or geography class.	Can write a short connected account of an event in history as a first person narrative. Can write a short connected description of a geographical region or product. Can contribute short connected text to group projects. Can write short connected summaries of topics studied in the history or geography class.



Our tests and materials are all linked to the CEFR to ensure assessment is accurate from the beginning:

- Entrance test (Oxford Online Test)
- *Super Minds* + level tests in primary
- *Messages* + KET/PET/FCE and IGCSE for Secondary

The Key English Test and the Preliminary English Test

These are Cambridge examinations.

They use the CEFR to describe your child's English level.

The exams are done on computer and the results are sent to Cambridge in the UK to be marked.

Students receive an internationally recognized certificate.





How we use the CEFR to track assessment in primary:

INITIAL				TERM 1				TERM 2				END OF YEAR			
L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
					A1.3			B1.1		A2.1	A2.1	B1.2			A1.3
				A2.1	A1.3	A1.3	A1.2	B1.1	A1.3	A2.1	A1.1	B1.1		B1.1	A2.1
A2.1	A2.1	A1.1		A2.2	A2.1	A2.1	A1.3	B1.2	A2.1	A2.2	A1.2	B1.2		B1.2	A2.2
A2.1	A1.2		A1.1	A2.3	A1.3	A1.1	A1.2	B1.1	A1.3	A2.1	A1.2	B1.2		B1.1	A2.1
A1.1		A1.2	A1.2	A2.2	A2.1	A1.3	A1.3	B1.1	A2.1	A2.2	A1.3	B1.1		B1.1	A2.2
A2.1	A1.1	A1.2	A1.1	A2.3	A1.3	A2.1	A1.3	B1.2	A2.2	A2.2	A1.2			A2.3	A2.2
A1.1	A1.1	A1.1	A1.1	A2.1	A1.1	A2.1	A1.2	B1.2	A2.1	A2.1	A1.2	B1.2		B1.2	A2.2
A2.2	A1.1	A1.3		A2.2	A1.3	A2.1	A1.3	B1.1	A1.3	A2.2	A2.1	B1.2		B1.2	A2.2
A1.3	A1.2	A1.1		A2.1	A1.3	A2.1	A1.2	B1.1	A2.1	A2.2	A1.2	B1.2		B1.2	A2.1
					A1.3	A1.2	A1.3	A2.3	A1.3	A1.2	A1.1	B1.1		B1.1	A2.1
				B1.2	A1.3			B1.1	A2.2	A1.3	A1.2	B1.2		B1.1	A2.1
A2.2	A1.1	A1.2	A1.1	A2.1	A2.3	A1.3		A2.1	A2.1	A2.1	A2.1	B1.2		B1.2	A2.2
A2.2	A1.2	A2.2	A1.2	A2.2	A2.1	B1.2	A1.2	B1.2	A2.2	A2.2	A1.2	B1.1		B1.2	A2.3
B1.1	A1.3	A1.2		B1.1	A2.1	A2.3		B1.1	A2.2	A2.1	A1.1	B1.2		B1.1	A2.1
A2.2	A2.1	A1.1	A1.1	B1.1	A2.2	A2.3	A1.3		A2.2	A2.1	A1.2	B1.2		B1.2	B1.1
A2.2	A1.3	A2.1	A1.2	B1.1	A1.3	A2.2	A1.3	B1.1	A2.2	A1.3	A2.1	B1.2		B1.2	A2.2
A2.2	A1.2	A1.1	A1.2	A2.3	A1.3	A2.1	A1.3	B1.1	A1.3		A1.3	B1.2		A2.2	A2.2
A2.3	A2.2	A1.1			B1.1	A1.3		B1.1	B1.2		A2.3	B1.3		B1.2	A2.2
A2.2	A1.2	A1.3	A1.2	A2.2	A1.2	A2.2	A1.3	B1.1	A2.2	B1.1	A2.2	B1.1		B1.2	B1.1
A2.2	A1.2	A1.3	A1.2	B1.1	A1.3	A2.3	A1.2	B1.2	A1.3	A2.2	A2.1	B1.2		B1.2	A2.3
B1.2	A2.3	A2.2		A2.3/B1.1*	B1.1	A2.3	A2.1	B1.1	A2.3	B1.1	A2.2	B1.1		B1.2	A2.3
A2.2	A1.2	A1.3	A2.2	B1.1	B1.3	A2.2	A2.1	B1.1	B1.2	B1.2	A2.3	B1.3		B1.2	B1.1
B1.1	A1.3	B1.1	A1.3	B1.1	A1.3	A2.3	A2.1	B1.1	A2.2	B1.1	A2.1	B1.1		B1.2	A2.2
A2.2	A2.1	A1.3	A1.2	B1.1	B1.1	A2.3	A1.2	B1.2	B1.1	A2.2	A2.3	B1.2		B1.1	A2.3
A2.1	A1.3	A1.3	A1.3	B1.2	A2.2	B1.1	A1.3	B1.2	A2.3	B1.2	A2.2	B1.2		B1.3	A2.2
A2.2	A2.2	A1.3	A1.2	B1.1	A2.2	B1.1		B1.2	A2.2	B1.1	A2.3			B1.2	B1.1
A2.2	A2.1	A2.1	A1.3	A2.3	B1.2	A2.2	A2.1	B1.2	B1.2	B1.1	A2.2	B1.2		B1.2	B1.1
B1.1	A2.3	B1.1		B1.1	B1.1	B1.1	A2.3	B1.1	B1.1	A2.2	B1.2	B1.1		B1.2	B1.1
A2.3	A2.3	A1.3	A1.1	A2.3	A2.2	B1.1	A2.1	B1.3	B1.1	B1.1	A2.2	B1.2		B1.2	A2.3
B1.1	A2.1	A1.3	A1.1	B1.2	B1.2	B1.1	A2.1	B1.3	B1.3	B1.1	A2.3	B1.3		B1.3	B1.1
A2.3	B1.1	A1.3	A1.2	B1.3	B1.3	B1.1	A2.1	B1.2	B1.3	B1.1	A2.1	B1.3		B1.3	A2.3
A2.3	A2.1	A1.3	A1.3	B1.2	A2.2	A2.3	A2.3	B1.3	A2.3	B1.1	B1.1	B1.2		B1.3	B1.1



How we use it to track in Secondary:

Initial Placement Test Aug 2013					October 2013 Mid-term exam					Dec 2103 CB PET					Feb 2014					May-14 CB PET											
R	W	L	S	KET/PET	R	W	L	S	Overall	Result	CB PET	R	W	L	S	Overall	Result	KET/PET	R	W	L	S	Overall	Result	CB PET	R	W	L	S	Overall	Result
B1.2	B1.1	B1.2	A2.1	PET	26 (74%)	11 (73%)	18 (72%)	12.5 (50%)	68 = A2.3	Narrow fail	CB PET	B/line	Except'al	Weak	B/line	77% Pass	PET	26 (74%)	10 (67%)	22 (88%)	22.5 (90%)	81 = B1.2	Pass Plus	CB PET	Except	Except	Except	B/line	87% Pass Merit		
A2.2	B1.1	B1.2	B1.2	PET	20 (57%)	12 (80%)	20 (80%)	20 (80%)	72 = B1.1	Pass	CB PET	Weak	Except'al	Good	B/line	82% Pass	PET	26 (74%)	10 (67%)	21 (84%)	22.5 (90%)	80 = B1.2	Pass Plus	CB PET	Good	B/line	Except	Good	87% Pass Merit		
A2.2	A2.2	B1.2	A2.2	PET	20 (57%)	10 (67%)	15 (60%)	20 (80%)	65 = A2.3	Narrow fail	CB PET	Weak	Good	Weak	B/line	69% CEFR A2	PET	18 (51%)	7 (47%)	13 (52%)	22.5 (90%)	71 = B1.1	Pass	CB PET	Weak	Good	B/line	B/line	75% Pass		
A2.1	B1.1	B1.2	A2.1	KET	19 (54%)	20 (80%)	18 (72%)	20 (80%)	71 = A2.1	Pass	CB PET	Weak	Good	Weak	B/line	69% CEFR A2	KET	34 (97%)	20 (80%)	21 (84%)	30 (80%)	86 = A2.3	Pass Merit	CB PET	Except	Except	B/line	B/line	82% Pass		
A2.2	A2.2	B1.2	A1.3	PET	17 (49%)	10 (67%)	16 (64%)	20 (80%)	63 = A2.3	Narrow fail	CB PET	Weak	B/line	B/line	B/line	68% CEFR A2	PET	18 (51%)	8 (51%)	18 (72%)	17.5 (70%)	62 = A2.3	Narrow Fail	CB PET	Weak	B/line	Weak	B/line	68% CEFR A2		
A2.2	B1.2	B1.2	B1.1	PET	25 (71%)	12 (80%)	21 (84%)	17.5 (70%)	76 = B1.1	Pass	CB PET	B/line	Good	Good	B/line	81% Pass	PET	27 (77%)	9 (60%)	24 (96%)	20 (80%)	80 = B1.2	Pass Plus	CB PET	Good	Except	Except	B/line	87% Pass Merit		
B1.2	B1.2	B1.2	B1.1	PET	24 (69%)	11 (73%)	20 (80%)	20 (80%)	75 = B1.1	Pass	CB PET	Weak	B/line	Good	B/line	77% Pass	PET	26 (74%)	9 (60%)	25 (100%)	22.5 (90%)	83 = B1.2	Pass Plus	CB PET	Except	Good	Except	Good	91% Distinction		
A2.2	B1.1	B1.1	A2.2	PET	22 (63%)	11 (73%)	15 (60%)	20 (80%)	68 = A2.3	Narrow fail	CB PET	Weak	B/line	Weak	B/line	69% CEFR A2	PET	26 (74%)	10 (67%)	22 (88%)	22.5 (90%)	81 = B1.2	Pass Plus	CB PET	Except	Except	Good	B/line	88% Pass Merit		
A2.1	A2.2	B1.2	A2.2	KET	25 (71%)	15 (60%)	22 (88%)	22.5 (90%)	78 = A2.3	Pass plus	CB PET	Weak	Good	Weak	B/line	69% CEFR A2	KET	30 (86%)	19 (76%)	24 (96%)	17.5 (70%)	82 = A2.2	Pass Plus	CB PET	Weak	B/line	Except	B/line	80% Pass		
A2.2	A2.2	B1.2	B1.1	PET	25 (71%)	12 (80%)	22 (88%)	20 (80%)	78 = B1.2	Pass plus	CB PET	Weak	Good	Except'al	B/line	81% Pass	PET	21 (60%)	10 (67%)	22 (88%)	17.5 (70%)	71 = B1.1	Pass Plus	CB PET	Weak	Good	Good	B/line	80% Pass		
A2.2	A2.2	B1.2	B1.1	PET	27 (77%)	11 (73%)	20 (80%)	20 (80%)	78 = B1.2	Pass plus	CB PET	Weak	Good	Except'al	B/line	81% Pass	PET	26 (74%)	9 (60%)	20 (80%)	22.5 (90%)	78 = B1.2	Pass Plus	CB PET	Good	Except	Except	B/line	92% Distinction		
A2.2	B1.1	B1.3	A2.3	PET	21 (60%)	10 (67%)	18 (72%)	20 (80%)	69 = A2.3	Narrow fail	CB PET	Weak	B/line	Weak	Weak	62% CEFR A2	PET	23 (65%)	7 (47%)	20 (80%)	17.5 (70%)	67 = A2.3	Narrow Fail	CB PET	Weak	B/line	Weak	B/line	64% CEFR A2		
A2.2	A2.2	B1.1	B1.1	PET	24 (69%)	9 (60%)	18 (72%)	20 (80%)	71 = B1.1	Pass	CB PET	Weak	Weak	Weak	B/line	64% CEFR A2	PET	24 (69%)	7 (47%)	13 (52%)	20 (80%)	74 = B1.1	Pass	CB PET	Weak	B/line	Weak	B/line	70% Pass		
A2.2	A2.2	B1.2	A2.2	KET	27 (77%)	20 (80%)	22 (88%)	20 (80%)	81 = A2.3	Pass plus	CB PET	Weak	Good	Weak	B/line	64% CEFR A2	KET	33 (92%)	20 (80%)	24 (96%)	20 (80%)	88 = A2.3	Pass Merit	CB PET	B/line	Good	Good	B/line	83% Pass		
A2.1	B1.2	B1.2	A2.1	PET	18 (51%)	8 (53%)	15 (60%)	17.5 (70%)	59 = A2.3	Narrow fail	CB PET	Weak	Good	Weak	B/line	64% CEFR A2	PET	19 (54%)	7 (47%)	18 (72%)	15 (60%)	59 = A2.3	Narrow Fail	CB PET	Weak	B/line	Good	B/line	70% Pass		
A2.2	A2.2	B1.2	A2.3	PET	15 (43%)	4 (27%)	19 (76%)	17.5 (70%)	65 = A2.3	Narrow fail	CB PET	Weak	Good	B/line	B/line	72% Pass	PET	17 (49%)	7 (47%)	18 (72%)	15 (60%)	57 = A2.3	Narrow Fail	CB PET	Weak	B/line	Weak	B/line	74% Pass		
A2.2	A2.2	B1.2	A2.3	PET	19 (54%)	9 (60%)	19 (76%)	17.5 (70%)	65 = A2.3	Narrow fail	CB PET	Weak	Good	B/line	B/line	72% Pass	PET	23 (66%)	7 (47%)	21 (84%)	17.5 (70%)	69 = A2.3	Narrow Fail	CB PET	B/line	Good	Except	B/line	83% Pass		



How the CEFR sets our course parameters

Entry:

- KS 1 –below B1 in Speaking and Listening
- KS 2+3 – below B1 in one or more skills
- KS 4+5 – below B2 in one or more skills



B1 is internationally recognised as being the level that allows a student to access an English-language curriculum independently.



Primary Progression

- 3 streamed levels at each year group
- Follow *Super Minds* series of texts – most cutting edge on the market: CLIL
- Level tests 4 times a year
- Movement within the year levels
- Can exit from any level if they meet B1



Why LOTE slots?

- The importance of English academically and socially to a student's daily life at BSB
- Students are still able to participate in class literacy activities.
- The great flexibility of our colleagues in the Chinese department.



Secondary

- 5 hours a week
- KS 3: Cambridge KET and PET
- A Pass Merit in PET allows exit from the programme until Year 9
- KS4 – FCE, IGCSE: recognised university entrance proof of English level certificates



IB English B

- Standard and Higher level
- Preparation for demands of IB built into the courses in lower years to help students not only in English language studies but also in other subjects and for requirements such as the Extended Essay.



Why is EAL during English and not MFL in Secondary?

- MFL (French, Spanish, Chinese) are exam courses in Secondary and it's difficult for students to catch up when they exit EAL
- Main reason: the linguistic demands of the study of English literature require preparation.



Please click on the video to view Mr Gary Cairns, Head of English at BSB, talks about the relationship between the two departments



Exiting the programme

- KS1,2,3 – B1 in all skills
- Primary – level tests 4 times a year
- Secondary – Pass Merit in PET



Secondary – Pass Merit in PET

- Why not just a Pass?
- PET tests held in December and May in agreement with the English department and their progression



Why can't a student exit EAL after the end of Year 9?

- Demands of IGCSE English literature
- Support needed for other subjects



What students study:

In Primary and Secondary

- Communicative method with a balance of skills (reading, writing, listening and speaking) + vocabulary and grammar

Secondary:

- A combination of levelled materials and authentic materials



Specialized courses and support

- Academic English option in 10 & 11
- In-class and withdrawal support
- ASAs – IELTS, TOEFL, presentation skills, homework club
- Professional development for other departments



Our successes

- Exam results
- Number of students exiting the programme
- A former student explains how EAL helped him.



External Exam Results 2014

IGCSE E2L: A* - C 81%

	KET	PET
Number of students	30	72
Fail	0	0
Pass	19	43
Pass Merit	5	15
Distinction	3	3



Student exit numbers 2013-14

- 225 students (150 Primary + 75 Secondary)
- Primary: 30 students exited at B1
- Secondary: 20 students exited at B1



Herman Year 11 student exited EAL in August 2013 at the beginning of Year 10. Received an A grade in early-entry IGCSE E2L in May 2014.

Please click the video to hear Herman talk about his experience.



Frequently asked questions

How long does a student need to be on the programme?

Why do some students exit earlier than others?

Will my student miss out on other courses by being in an English language programme?

What can I do as a parent to help my child improve their English level?



Length of time on programme

Start	Off EAL	Time in EAL
7-Jan-13	9-Jan-14	12 mths
7-Jan-13	9-Jan-14	12 mths
12/Aug/12	26/Jun/14	22 mths
12/Aug/12	26/Jun/14	22 mths
12/Aug/12	26/Jun/14	22 mths
27/Aug/12	26/Jun/14	22 mths
27/Aug/12	26/Jun/14	22 mths
27/Aug/12	26/Jun/14	22 mths
27/Aug/12	26/Jun/14	22 mths
27-Aug-12	7-Jan-14	17 mths
26/Aug/13	26/Jun/14	10 mths
26/Aug/13	26/Jun/14	10 mths
08-Apr-13	26/Jun/14	14 mths
27-Aug-12	3-Sep-13	12 mths
5-Mar-13	1-Nov-13	8 mths
13-Nov-12	1-Nov-13	12 mths
7-Jan-13	7-Jan-14	12 mths
26/Aug/13	26/Jun/14	10 mths
27/Aug/12	26/Jun/14	22 mths
08-Apr-13	26/Jun/14	14 mths
27/Aug/12	26/Jun/14	22 mths
1/Feb/12	26/Jun/14	26 mths
27/Aug/12	26/Jun/14	22 mths
7-Jan-13	7-Jan-14	12 mths
27-Aug-13	30-Apr-14	8 mths
27-Aug-13	30-Apr-14	8 mths
26-Aug-13	8-May-14	8 mths
27-Aug-12	3-Sep-13	12 mths
26-Aug-13	30-Apr-14	8 mths



Why different exit times for students?

- Different levels and ages
- Different strategies
- Affective conditions
- Acquisition vs Learning
- Academic vs social register



European language learning times

- Deutsche Welle suggests A1 is reached with about 75 hours of **German** tuition, A2.1 with about 150 hours, A2.2 with about 225 hours, **B1.1 with about 300 hours, and B1.2 with about 400 hours.**[\[5\]](#)
- **Cambridge ESOL** said that each level is reached with the following guided learning hours: A2, 180–200; **B1, 350–400**; B2, 500–600; C1, 700–800, and C2, 1,000–1,200.[\[6\]](#)
- **Alliance Française** has stated students can expect to reach CEFR levels after the following cumulative hours of instruction: A1 60–100, A2 160–200, **B1 360–400**, B2 560–650, C1 810–950, C2 1060–1200.[\[7\]](#)



Will my child miss out on other learning in Secondary?

- Mr Cairns and Herman
- Reading lines vs reading between lines
- English literary analysis is a set of skills not a set list of books.



How can I help?

- Overlooked skill : listening
- Reading for pleasure



What doesn't help?

- Vocabulary lists
- TOEFL-style study if you are not taking TOEFL!



Questions?



Thank you and please come and visit!