



# English as an Additional Language Policy

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1	First release	2013	
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5	Next review	June 2020	

## **Rationale**

The International School of Moscow recognises that cultural and linguistic diversity is a rich resource for the whole school and that pupils' achievement is linked to a welcoming environment in which they feel valued and confident.

## **Success Criteria for this Policy:**

Pupils feel confident and happy.  
Pupils achieve on a level with the monolingual pupils.  
Staff are confident in supporting the needs of EAL pupils.  
Pupil data is accessible and manageable.  
Parents are happy with the school's approach to EAL.

## **Core principles:**

1. EAL Pupils are entitled to the full National Curriculum. English is best learnt through this curriculum and pupils should be part of mainstream lessons as much as possible.
2. All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately.
3. Accurate information on pupils' needs, attainment and progress should be maintained in an accessible and manageable form and reviewed regularly.
4. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.
5. Pupils will continue to need support with specific subject and academic language even when no longer receiving support for EAL
6. Children are encouraged to converse in English, at all times, to establish it as the



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language of the school. At appropriate times, a teacher may encourage use of their preferred language to assist with understanding.

### **Guidelines for Consistent Practice**

#### **Home / School Links**

The importance of home/school links cannot be underestimated. Parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching the school. Interpreters, provided by the parents, may be necessary to achieve:

Completion of Initial Entry Form with parents;  
Translation (if necessary) of school reports on pupil progress;  
Translation at teacher/parent meetings.

#### **Pre-Entry Assessment**

Students who require EAL access are limited to a maximum of 20% of students in any class/year group.

The level of English proficiency is therefore crucial. An age-appropriate English language test is administered by the EAL Coordinator at Pre-assessment stage.

The test will assess the child to determine whether the child's level of English is the same as the current EAL children in the class. If the child is at an appropriate level, a place may be offered in accordance to the Admissions Policy.

A termly EAL charge will be made for all students on the EAL register to contribute to the additional academic provision. There will be no charge for a student that is no longer receiving additional support but is being monitored on Level 3.

Students that have studied in Reception would normally have a level of English to access the curriculum independently in Year One. If they do not, they will enter the EAL register. This will only incur a charge if attendance has been poor and contributed significantly to the need for additional support. In this case an EAL charge may be applied at the discretion of the Principal.

#### **The EAL Register**

Only students receiving EAL support should be entered on to the EAL register. The EAL coordinator will be responsible for compiling, monitoring and revising this register on a termly basis according to the following guidelines:

1) All new and existing EAL students will be placed on the register



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- 2) Further students may only enter the register having been tested by the EAL Coordinator. (After teacher referral)
- 3) Progress will be reviewed termly by the EAL Coordinator, EAL teacher and class teacher. Students who no longer require additional EAL support will be moved to level 3 of the register and monitored for one term. If progress is maintained they will be removed from the register.
- 4) An updated copy of the register will be provided to SMT and the Admissions department at the end of each term.

### **Monitoring Progress**

The class teacher, EAL teacher (assigned to the year group) and Coordinator will work together to assess the child's needs and set objectives.

The class teacher will identify a stage/level for EAL pupils in reading and writing using the usual assessment procedures in school including SATs performance.

Before removal from the register, the class teacher, EAL Coordinator and EAL teacher will agree that sufficient progress has been made against the set objectives.

The aim is to enable every student to move from the register in one academic year. Students that do not achieve this level of progress within two years will be reviewed in detail to review the contributing factors and an action plan to best meet their needs.

### **Integration into Mainstream Lessons**

EAL students benefit from exposure to and sharing of language and effective models of spoken and written English. Wherever possible, EAL students will be integrated into mainstream lessons. However withdrawal for targeted tuition with the EAL teacher may also be effective. A regular timetable should be agreed with the class teacher.

In class, EAL pupils should be taught **subject specific vocabulary** for mathematics, science, history and geography units as well as for other subjects, where appropriate.

### **Organisation of EAL lessons**

Lessons should be timetabled weekly in order to achieve maximum impact. Only in exceptional circumstances should they not take place.

A minimum of two sessions per week should be allocated to any student on the register and groups should be of an appropriate size to give individual attention. (4 maximum ideally).

The timetable should be agreed with the class teacher in order to maximize progress and minimize disruption to the curriculum as a whole. Wherever possible, students will be extracted from Russian lessons for EAL sessions.



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### The Role of the Class Teacher

- To develop strategies to support English language development as part of their daily practice.
- To review pupil progress with the EAL Teacher and EAL coordinator and ensure that appropriate targets are set based on continuing assessments.
- To review progress of students on a termly basis to assist with the EAL register.

### The Role of the EAL Teacher

- To work with individuals or groups of EAL pupils according to the agreed timetable.
- To plan lessons towards objectives. They will feed back to the class teacher about progress at regular intervals.
- To support the learning of **all pupils** in the class when part of general lessons.
- To record all EAL plans in a planning folder, available at any time for the EAL Coordinator/ Class teacher to read.
- To provide accurate written record of individual progress on the student profiles.

### The Role of the EAL Coordinator

- To assist with assessing students at Pre entry assessment stage
- To support teaching staff in their teaching of EAL pupils. (Including strategies, resources, language development and planning ideas)
- To ensure that EAL data collection procedures are carried out and register maintained.
- To work with targeted groups/individuals on an agreed timetable and organize timetables for EAL TAs in consultation with class teachers/department heads
- To monitor and provide feedback on EAL target setting, planning & lessons.
- To write an Action Plan annually.
- To maintain clear communication between home and school including the completion of reports in line with school policy.