



REIGATE GRAMMAR SCHOOL
VIETNAM

English as an Additional Language (EAL) Policy
Preparatory School

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Introduction

Most learners at Reigate Grammar School Vietnam are non-native speakers of English. All pupils in the School are continuously developing their English fluency, both in terms of everyday and academic language. RGS Vietnam is an English-medium instruction School which means that most subject instruction is delivered through the English language. When pupils come to our School they will be required to learn the content and concepts of our curriculum, but will also need to continue to develop their knowledge and skills in the English language. Pupils are learning language and content simultaneously: this can be very challenging, especially in the first 4 to 6 years of school attendance. Our learners and families are aiming for bilingual academic fluency, and this is a tough goal to achieve.

This policy outlines the procedures followed at Reigate Grammar School Vietnam for helping our pupils to access the curriculum and for tracking and assessing their progress. It demonstrates our commitment to finding ways to open up the curriculum to our EAL pupils, thereby providing equal opportunities for them to develop alongside our native English speakers.

Philosophy

We believe that all children at Reigate Grammar School Vietnam should be happy, confident individuals who feel part of the school community and should be given equal opportunities to access the curriculum.

We aim to create, for our EAL pupils, a secure and happy environment where we value and support their languages and cultures and where the pupils can find success. We foster positive attitudes in our school to bilingualism and other cultures and we recognize the needs of individuals alongside their personal interests. According to the RGS Vietnam Language Policy, RGS Vietnam pupils learn together through the medium of English.

Our teachers are all considered to be language teachers: that is to say, all teachers must consider the differing language abilities of learners in their classes, and must use pedagogical techniques which support language and subject learning simultaneously. Teaching staff monitor and adapt their teaching methods to meet the needs of our EAL pupils.

They continue to increase their knowledge and understanding of other cultures and languages through the PYP, as well as widen their understanding of additional language acquisition. We ensure our curriculum content is relevant and appropriate, using materials and resources that are culturally inclusive. We aim to cognitively challenge the pupils, ensuring that their level of language development will not prevent them from accessing the content.

Purpose

The purpose of this policy is to:

- Set out the school's aims, principles and strategies in relation to EAL pupils
- Provide a statement of accountability
- Develop a shared philosophy amongst the teachers at RGSV ensuring a consistent approach
- Inform and involve all teaching staff in the implementation of the policy

Subject aims

A Prep EAL learner at Reigate Grammar School Vietnam would:

- Be a happy, confident individual who feels part of the school community
- Enjoy learning through practical activity, investigation and discussion

- Be given equal opportunities to access the curriculum
- Be cognitively challenged, ensuring that their level of language would not prevent them from accessing the content
- Experience positive attitudes to bilingualism and other cultures
- Be an independent learner who takes part in their own target setting and takes increasing responsibility for their own learning

Guidelines

Teaching and Learning

The International Baccalaureate Organisation recognizes that every teacher is a language teacher and therefore responsible for continued English language growth of our EAL pupils.

Teaching strategies

Teachers use a wide range of strategies that are especially helpful for pupils who have English as an Additional Language.

These include:

- Developing children's self-esteem by recognising and celebrating their cultures and languages
- Stimulating pupils by using visual and practical examples
- Giving support through structures and frameworks, such as repetitive patterns to guide their writing and 'frames' to help clarify their reading comprehension
- Interactive and communicative tasks through collaborative group work

Resources

A range of teachers and pupils' resources are stored in the school reading room and EAL department.

Assessment and Differentiation

EAL Register

The most important areas of English language proficiency are reading, writing, speaking and listening skills. Strong reading skills are essential because so much of the knowledge presented at school must be read and understood. Fluency levels in writing and speaking are important for sharing learning. As pupils move through each grade year their reading, writing, speaking and listening skills become ever more advanced, as do the standards they must meet and the level of class materials.

Typically, learners on the EAL Register may be reading several years below their age; they may have limited ability to write and speak at length (limited fluency); and the spoken and written language they produce may lack range and accuracy, as well as organisation and cohesion. Evidence gaps may also include a lack of ability to use text types common to the curriculum for a learner's age level.

When a teacher considers that an EAL pupil's progress is of concern because, for example, they are finding difficulty in following a lesson, completing the tasks or understanding the language, then the teacher will provide extra support or differentiated work for the child within the classroom. The EAL Lead is available for support and guidance.

The class teacher will also use the Phonics assessments and Fontas and Pinell Reading assessments to assess the pupil's attainment in Speaking and Listening, Reading and Writing. If their attainment is below the threshold level in one or more areas, then the EAL teacher will collaborate with the classroom teacher on the next steps forward. After this discussion, a decision will be made as to whether the child should be listed as a Pupil of Concern. If they are, then the parents will be informed and targets will be put in place for the child to work towards. (The child will now be on the EAL Register.)

If the child is still not making adequate progress an IEP will be completed by the class teacher and the EAL teacher.

A review will be made after one term and, if necessary, further targets set for the child.

When the class teacher and the EAL teacher considers the child is coping normally in the classroom the child will then be taken off the EAL Register. This will be done after discussion with all relevant parties including parents.

Assessment

Class Teachers will store information about their EAL pupils in the EAL folder.

This will include:

- Assessment information - Fontas and Pinell, Phonics Phase assessments, any writing assessments
- Samples of work as evidence of progress
- Tracking information of pupils

At the end of the year Year 3 to Year 6 pupils undergo GL testing in English and Maths. Pupils identified on the EAL Register will be given support during the testing period and are given support in reading the questions in the Maths papers and the writing papers, if they request help.

The EAL Leader will be responsible for the monitoring and review of EAL in the school. He/she will support class teachers, lead professional development sessions and attend stand-a-lone planning meetings.

Parents

Close communication is kept with parents of EAL pupils to ensure the school understands the background of the pupils and home support can be monitored. If required, a translator is present at the Parent Teacher consultations. The school issues a weekly newsletter in English, with other communications in both English, Korean and Vietnamese.

Reporting

If a Pupil of Concern has been receiving additional support during the year, this is recorded on the Report form and a comment made about the pupil's progress. Interviews with the parents are also arranged throughout the year.