

Elementary - EAL POLICY

Introduction

International School of Vietnam is an English Medium international school, which caters for students from a wide range of backgrounds, cultures and languages.

Many of our pupils are EAL (English as an Additional Language) - students who come to us with an ability to converse in languages other than English. When they 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. This will be in addition to the continuing development of their own first language, inside and outside school. This process involves a long-term commitment because, although oral communicative skills can take 2 to 3 years to develop to an adequate level, cognitive and academic language skills may need from 6 to 7 years to reach the level of a native language speaker.

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

Our Philosophy

We believe that all children at International School of 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 students can find success. We foster positive attitudes in our school to bilingualism and other cultures and we recognize their individual needs and personal interests.

Our teachers 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, 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 students, ensuring that their level of language development will not prevent them from accessing the content.

Purposes

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 ISV ensuring a consistent approach
- Inform and involve all teachers in the implementation of the policy

Subject Aims

An EAL learner at International School of 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 teachers, and is therefore responsible for continued English language growth of our EAL students.

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.

Assessment and Differentiation

EAL Register

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 teacher is available for support and guidance.

The EAL class teacher will also use the WIDA Model Screener 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 an IEP School Action form will be completed by the class teacher. This will detail specific activities 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 School Action Plus will be completed by the class teacher and the EAL teacher. (IEP forms are found on the school server)

After approximately 6 weeks a sample of evidence and the IEP form will be left in the EAL section of the INDIVIDUAL NEEDS FOLDER (in the child's class). A review will be made and, if necessary, a further target 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*.

Assessment

Class Teachers will store information about their EAL pupils in their INDIVIDUAL NEEDS folder (e.g. pyp/assessment/individual needs). This will include:

- IEP forms
- Samples of work as evidence of progress
- Tracking information of pupils
- Highlighted sheets of the CAN DO descriptors of the WIDA Model

Three times a year, all G2 to G5 pupils undergo NWEA 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.

School Self Evaluation

The EAL teacher 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 students to ensure the school understands the background of the students and home support can be monitored. We encourage parents to help in the classroom to reinforce the links between cultures and languages. 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 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 student's progress. Interviews with the parents are also arranged throughout the year.

Monitoring and Review of the Policy

This policy will be reviewed after 3 years by PLT in consultation with the staff of the school.

Janelle Boulter

September 2015