

Parent Overview of EAL Support for the PYP Section – For Admission Department

The language of instruction at ISV is English. All students whose first language is not English are expected to commit to learning English as a means to participating fully in the programme at the school. ISV-PYP does offer EAL support classes to those students who are not fluent in English. Please read the Grade Level Admissions guidelines carefully with regard to entrance requirements.

Grade Level Admission Guidelines

All parents and students will meet with either the Admissions Executive, the Head of School, the Head of Elementary, and/or the PYP Coordinator as appropriate, on their visit to the school.

Please note that interviews and assessments are to ensure the school can make the best provision for each student by way of educational support if and as necessary. Class placements at ISV is strictly in accordance with age related criteria i.e. the cut off birthday date determining age and therefore grade level group being 01 September. Formal Acceptance will be approved upon submission of all previous school assessment and records where applicable, e.g. medical forms, photos, passport copy, birth certificate copies, immunization records, copies of reports cards (where applicable), etc.

Pre-K to Kindergarten 2 inclusive [Turning 4 – 6 years]

For students from Pre-K to K2, a mutually agreed arrangement for prospective students to spend 45 minutes to an hour, in their age level class will be made with parents. This arrangement is called a 'sit in'. During this time, the student will be able to become familiar with his/her future peers and begin to make friends and learn some classroom procedures.

Grade 1 inclusive [Turning 7 – 8 years]

Students will be assessed during his/her time in school and a report will be given to Head of Elementary after this assessment. Students enrolling for Grade 1 will sit an English proficiency test; however, this assessment may not impinge an entry unless the school cannot meet any special educational needs of the student.

Parent Overview of EAL Support for the PYP Section – For Admission Department

Grade 2 – 5 inclusive [Turning 8 – 11 years]

Students will be required to sit an English Language and Mathematics test and will be interviewed either by the the Primary Years Coordinator, the EAL Team and/or the Head of Elementary. This assessment is for school records only; however, parents will be notified of the terms and conditions if support is required from the school. Again, this assessment may not impinge an entry unless the school cannot meet the special educational needs of the student.

Mother Tongue and Additional Language Learners

On admission, students identified as in need of additional support will be formatively tracked weekly/fortnightly by the EAL teacher and the HR classroom teacher, followed by a half termly evaluation meeting to assess level of student progress and to determine if less, additional, or the same amount of support is needed for the coming term. Depending on the support programme required, parents are involved in some progress meetings to ensure support at home is consistent to that at school.

Diversity is something that is highly valued at ISV and having support systems in place to meet the needs of our learners from non-English speaking countries is a school priority. However, if a student has been attending ISV for two full academic years and is not progressing as expected, demonstrating an inability to access the curriculum adequately, then the parents of the students will be informed that there might be a limit to what ISV can offer. At this point, other educational institutions may be identified for more suited tuition towards their child's needs.

Below, please find an overview of the English support programmes on offer to students in the elementary section of ISV.

Parent Overview of EAL Support for the PYP Section – For Admission Department

<i>EAL Support System</i>	<i>How support is deemed</i>	<i>Support staff required</i>	<i>What the support can look like</i>	<i>How often is a student assessed for growth</i>
Student Action Plan (For students from G2-G5)	If a child is performing within and up to a year below the grade level expectations for Reading, Writing, Speaking, Listening.	HR teacher/ Specialist teachers Support given to the classroom teacher from the EAL team	Differentiated lesson planning and resources specifically made for student's support for learning Alternative programmes to assist with the student's learning, e.g. Co-Writer, Snap and Read, Toe By Toe May require specific support in the classroom, during certain lessons, depending on the 'holes in student learning'	Assessment is ongoing, therefore, formative in nature. Learner output is reviewed by the EAL Team and the Head of Elementary Assessment is collected by the HR teacher and shared with the EAL Specialist once withdrawal is imminent. Specific differentiated planning is done weekly, in advance.
Student Action Plus Plan (For students from G1-G5)	If a child is performing more than a year below the grade level expectations but less than 18 months of these same expectations, for Reading, Writing, Speaking, Listening; however, provides strong Mathematical evidence in the admissions testing, as well as has strong academic reports from past school(s)	HR and Specialist teachers Teacher Assistant <i>(please note: not every class has an assigned TA)</i> Support given to the student from the EAL team	More detailed differentiated lesson planning and resources specifically tailored to support student's learning Planned differentiated homework Alternative programmes to assist with the student's learning, e.g. Co-Writer, Snap and Read, Toe By Toe	Assessment is ongoing, therefore, formative in nature. Learner output is reviewed by the EAL Team and the Head of Elementary The timing of formal reviews may vary depending on the developments being addressed in the current SAPP report. Mostly, the reviews occur every six to eight weeks.

Parent Overview of EAL Support for the PYP Section – For Admission Department

			Specific support outside the classroom with students being withdrawn for set times over the school week by the EAL team	Individualised planning is done weekly, in advance. Assessment is collected by both the EAL Specialist in collaboration with the HR teacher, and shared with the parents during each SAPP report review. Students are included in the development of the plan.
Shadow Teacher Assistant Programme <i>(For students from G2-G5)</i>	If a child is performing over 18 months below the grade level expectations , for Reading, Writing, Speaking, Listening; however, provides strong Mathematical evidence in the admissions testing	HR teacher/Specialist teacher and Teacher Assistant assigned to the classroom Shadow teacher as directed from the HR teacher Support given to the student from the EAL team if the child is EAL defined	Specific shadow TA support in the classroom to ensure communicative understanding of the lesson expectations Planned differentiated homework with available support from the shadow TA Specific and detailed support from inside and outside the classroom with students at times being withdrawn for set times over the school week by the EAL team.	Assessment is ongoing, therefore, formative in nature. Individualised planning is done weekly, in advance. EAL Team, HR teacher and Shadow TA work collaboratively to assess student progress As this programme is conditional in nature, detailed growth is required for progressions into the Secondary section of the school. <i>Once a child moves off the Shadow TA programme, they generally move to the SAPP programme</i>
Intensive Support Programme <i>(For students from G2-G3)</i>	If a child is an international passport holder and performing more than two years below the grade level expectations; however, provides strong Mathematical evidence in the	Assigned ISP Teacher Assistant Head of Elementary HR teacher and Specialist teachers	Depending on the learning required, a student may spend up to 50% of a weekly timetable in 'one to one learning experiences' with lessons specifically individualized for the	Assessment is analysed weekly, being EAL specific and personalized in nature. Individualised planning and resources are specifically

Parent Overview of EAL Support for the PYP Section – For Admission Department

	<p>admissions testing, as well as has strong academic reports from past school(s)</p>		<p>student’s next steps in learning. Withdrawn lessons are mostly taught by the ISP TA, with support of presentation by the HofE.</p> <p>This programme is heavy in ‘English language learning’.</p> <p>It is estimated that this programme should not take longer than 2 whole school years for a student to return fully to the regular class group learning.</p> <p>When students are with the class group and not with the ISP TA, they are supported by the ISP TA but attempting the tasks given to the regular class group; however, differentiated in planning.</p>	<p>created to fill areas of need for each ISP student.</p> <p>Head of Elementary and the ISP TA work collaboratively to assess plan, further obtain and develop resources, and assess student(s).</p> <p>As this programme is heavily conditional in nature, detailed growth is required for progression into the Secondary section of the school.</p> <p><i>Once a child moves off the Intensive Support programme, they generally move to the Shadow TA programme</i></p>
<p>PreK – K2 <i>(For students from PreK - K2)</i></p>	<p>The immersion programme is used for students that have English as a second language in this grade level.</p>	<p>Both the Homeroom Teacher/Specialist Teachers and the Teacher Assistant supports with immersion support</p>	<p>To hear the language on a regular and constant basis</p> <p>To hear the language in the real world, giving exposure (access and experience) beyond basic exercises</p> <p>To learning the codes of language (speaking, listening, reading, early writing, viewing and presenting) with the general</p>	<p>The assessment is ongoing; however, formal being assessed at the beginning, middle and end of unit learning</p> <p>Formal reporting periods – at the end of the Units of Inquiry and at the end of each semester</p>

Parent Overview of EAL Support for the PYP Section – For Admission Department

			grade group; connecting experientially	
<i>Entrance Admissions Testing Differentiation for the PYP</i>				
<i>Grade Level(s)</i>	<i>Entrance Protocol</i>	<i>By Whom</i>	<i>Evidence Documents</i>	<i>Time Between Testing Periods</i>
PreK – K2 (During the June/July school holidays, PreK students may enter without a sit-in if previous schooling is noted)	Sit – in required	Grade level according the age of student	Sit-in document needs to be filled in and response on -Social/Emotional behavior during the sit-in - Phonics understanding - Speaking/Listening to English - Mathematics (counting – if covered during this time)	At least 3 months between each testing period
G1 – G5	Formal testing and interview required Testing on: Speaking Listening to instructions Reading Spelling Writing Mathematics	Assisted by the HofE Admin team and EAI Team	Fountas and Pinnell Testing Form Words Their Way Testing Form Mathematics testing form for grade level currently working in Phonic/blending testing Writing response form	At least 3 months between each testing period

Parent Overview of EAL Support for the PYP Section – For Admission Department

Why a Shadow Teachers/Assistants?

At ISV, 'shadow teaching' is a limited service offered to the school and family to better manage the needs of students who have a learning difference/specific need. While the school may assist in the process of helping the parents find the right shadow teacher/assistant that is knowledgeable in the specific needs of the students, it is the responsibility of the parent(s) to employ the best shadow teacher/assistant for their child, with the approval of the school. Education, previous classroom experience and personality traits of the shadow teacher are criteria which are considered by the school. The recommended shadow teacher will be knowledgeable in the specific needs of the child and able to support the child in an inclusive environment.

Shadow teaching is a progressive form of assistance that acts as a resource for the school and the parent, catering to the needs of a specific child. Communication and collaboration between the shadow teacher, the classroom teacher and the parents is essential when striving for success. Meaningful relationships must be established to best meet the needs of the child. The shadow teacher helps provide the students with continuity in their classes, instills responsibility, fosters independence and encourages learning. Shadow teachers are expected to continue their learning by attending workshops and seminars that focus on students with learning differences/needs.

When a Shadow Teacher is needed. . .

The process begins with a student being referred to the admissions team at ISV. At this stage, students applying for entry into ISV with either be required to have a 'sit-in' (PreK-K2) or will be academically tested in the learning areas of Mathematics and English (Language Proficiency in reading, writing, speaking and listening). On assessment of the pre-admission testing, it is then determined whether a child will be able to function independently within the school's curriculum/environment. If a child is able to meet the academic and/or social/emotional standards of the school, admissions will proceed in accordance to our admissions policy.

If a child does not meet the necessary academic and/or social/emotional standards of ISV, admissions for the applying student will usually not proceed past this point. However, if the parents of the applying student feel that the needs of their child cannot be met elsewhere in Hanoi, the school administration (PLT) may exercise policy discretion allowing admission of the student into ISV, under the Shadow Teacher/Assistant programme. If the PLT determines a shadow teacher provision may be beneficial to supporting the student's individual needs and that the student may progress well

Parent Overview of EAL Support for the PYP Section – For Admission Department

under this added support, allowance to admission will be discussed further with the parents, the classroom teacher(s) and the student. Based on the findings from the admissions testing, subsequent school reports, discussions with all parties noted, standards for the shadow teacher/assistant are set according to the individual needs of the referred student.

The Role Of The Shadow Teacher

The role of a shadow teacher/assistant is to support the student that needs optimal learning in his/her school academics by assisting in the learning process, to build self-confidence as well as to promote positive interaction in the classroom by helping the student focus on important concepts being explored, over all helping the student develop the required academic skills.

The role of the shadow teacher/assistant is to provide additional academic support, throughout the school day, to the students enrolled in the optimal learning program; however, through the guidance and direction of the classroom teacher.

The student benefits from the shadow teacher because

- the student follows regular classroom instruction and interaction with his/her peers.
- the student learns to build on his/her strengths
- the student receives educational enrichment.

The school benefits by the shadow teacher/assistant because there is a collaborative effort to meet the learning needs of the particular student.

Parent Overview of EAL Support for the PYP Section – For Admission Department

The parents benefit because they have daily communication with an adult who knows what is going on in school and what events are taking place.

The role of the shadow teacher/assistant in the classroom is to help his/her student

- stay focused;
- participate appropriately in class;
- notify the teacher if he does not understand the material;
- function in an environment where there are many distractions;
- be positive in his/her approach to new tasks; and helping him/her to gain self control of the task at hand.
- improve communication by maintaining eye contact;
- encouraging him/her to ask for help from his/her teachers;
- prompting him/her to initiate discussions with his/her peers;
- encouraging him/her to learn the interests of his/her classmates.

Every child is unique; therefore, the approach and teaching methods and techniques used by each shadow teacher/assistant with each specific student will differ.

Parent Overview of EAL Support for the PYP Section – For Admission Department

Shadow Teacher/Assistant Job Description

List of Shadow teacher duties:

1. Complies with all rules and policies in regards to safety at/of the school.
2. Complies with all rules, regulations and procedures as outlined in the ISV Staff Handbook
3. Helps classroom teacher develop, plan, and implement appropriate curriculum and methods for selected student
4. Assists classroom teacher in the development of the child's individual goals and objectives.
5. Sets up and maintains appropriate learning environment.
6. Attends and participates in required meetings.
7. Meets weekly with the classroom teacher for supervisory meetings.
8. Maintains accurate daily progress notes, data collection, attendance records and completes all paperwork in a timely manner.
9. Maintains discretion and confidentiality of child and family information at all times.
10. Alerts classroom teacher to any problems or social information about an individual child.
11. Assumes temporary responsibility for the learning environment in the absence of the Lead Teacher.

Parent Overview of EAL Support for the PYP Section – For Admission Department

12. Seeks professional growth through reading, attending workshops, seminars, conferences, and/or completing advanced course work.
13. Communicates professionally at all times with students, family members, consultants, elementary school personnel, referral sources, all other staff members and other providers.
14. Functions as a teacher or a shadow in inclusionary settings/ small group settings.
15. Performs such other appropriate and position-related duties and assumes such other responsibilities as the classroom teacher, Primary Years Program Coordinator and/or the Head of Elementary may assign.

Parent Overview of EAL Support for the PYP Section – For Admission Department

Why the ISV - Intensive Support Programme?

The Intensive Support Programme (ISP) at the ISV grade levels of 2 and 3 are designed to support communities of exceptional students who have communication needs in the English Language that need support to access the ISV curricula.

Access to this support programme is by the decision of the Head of Elementary Office in coordination with the Admissions Office. Both offices will consider if a prospective student's needs can be met in the programme with the appropriate support offered to allow for progression throughout the student's school life at ISV.

The ISP team provide tailored education support for at least 50 percent of the school day for students on this programme. The programme is staffed with trained educational specialists that design differentiated lessons, to be delivered with the support of local teaching staff.

It is expected that students in the ISV-ISP will continue to be included in all aspects of school life to promote the learning of English. In most cases, a student's need for ISP support is of a limited time frame as all students are expected to reintegrate into the regular ISV programme. Placement in the programme is reviewed annually. If more support is required after Grade 3, the Shadow Teacher-Assistant Programme may be offered.

How Does It Work?

The ISP is designed to stretch over two consecutive school years.

In the first year of the ISP -

- Students will be provided with one assigned ISV-ISP teaching assistant to assist the ISP student build up English proficiency through one-to-one academic support classes, tailored for the ISP student by a fully trained Learning Support Educator.
- Students who enter the ISP will participate in a range of regular classes including Physical Education (PSPE), Music, Arts, Mathematics and some of the 'Unit of Inquiry – UOI' periods. For other periods of the

Parent Overview of EAL Support for the PYP Section – For Admission Department

scheduled week, students will receive one-to-one academic support for specific learning areas (e.g. English, 'Languages other than English - LOTE', some of the UOI periods).

- Students on the ISP will be expected to complete extra homework to fulfill the programme.
 - Progress to the next grade will be reviewed at the end of the ISP's first year.
 - Student may move from the ISP earlier than deemed if progress is dramatic. When ISV deems that a student is no longer in need of additional support, the student will follow the general timetable of their homeroom class group, although other forms of support may be required.
- In the second year of the ISP –
 - If progress is still ongoing and necessary as with the first year on the programme, students on the ISP will continue with the first year's scheduling.
 - If an ISP student is progressing faster than expected, he/she may have opportunity to return to the homeroom as a regular class member.
 - If a student is not quite ready but is not in need of the full support of the ISP, he/she may enter the homeroom conditionally, with the support of a shadow teacher/ assistant. Please refer to the 'Shadow TA Guidelines' for more information on this programme.

How is this programme tailored to support a child's individual needs:

The programme is tailored to the ISP student's learning needs by the ongoing daily assessment collected by the ISP-TA and assessed by the Learning Support Educator. Weekly a new programme is developed and designed for the ISP student to take the student to their next independent steps in learning.