



Rugby School
THAILAND

English as an Additional Language Handbook

Person Responsible: Whole School Head of EAL

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The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the pupils, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.

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1. INTRODUCTION

Background

Children joining our school come from a variety of backgrounds and experiences. Many children may be bilingual or even trilingual and their levels of English will vary considerably. Some young children may not yet be speaking, or only uttering simple words in their mother tongue. Children may join us from overseas and have neither Thai or English as a native language. They may join from another International School or from a local Thai school or, with the youngest pupils, straight from home.

Rugby School Thailand is committed to high quality education for all its pupils. This includes those who need additional English language support to access the RST curriculum.

Mr Simon Forrester is the Whole School Director of EAL and is supported by: Mrs Vanessa Devesa, Mr Nigel Woodward, Mr Anthony Perrin, Mr Joseph Simpson, and EAL TA, Ms. Anne Boeve, in the Senior School. Ms. Rebecca Shaw is the Head of Prep EAL and is supported by: Mr Alex Keane, Mrs Nyl Symmonds and Miss Simi Pruthi. Mr Roger Shuttleworth and Mrs Anna Kapys support EAL learners in the Pre-Prep School

2. STATEMENT OF AIMS

Given that English will be an additional language for many of the pupils across all three schools at RST, the aim is to support their acquisition of the language within a classroom setting. The role of the EAL department is also to facilitate a Sheltered Immersion model across all three schools, so that pupils learn academic content alongside English language. In many cases, children may require additional support beyond the classroom, in which case they will be given small group or individual lessons from trained EAL teachers. This may be when their ability to access the curriculum in subjects heavily dependent on English language skills is strongly compromised or when specific intervention is needed for them to progress onto the next level.

The EAL department aims support EAL learners by:

- Liaising with other members of staff over any problems, either academic or social, which EAL pupils may experience.
- Listening to the problems which members of staff may be experiencing through having EAL pupils in their classes, and trying to provide support, advice and encouragement.
- Providing an understanding and friendly environment where pupils (and staff) feel able to discuss problems and seek advice and support.
- Helping the pupils to access the mainstream curriculum in English
- Ensuring EAL pupils are included in all aspects of the school and to raise the awareness of EAL learners
- Helping EAL pupils to raise their levels of achievement across the curriculum by supporting the development of their English
- Helping mainstream colleagues adapt lessons to be fully inclusive of EAL learners by implementing a sheltered immersion model
- Delivering INSET to mainstream teachers to develop their awareness of the sheltered immersion model

- Developing the pupils' ability in the four skill areas of reading, writing, speaking and listening
- Providing a safe, non-threatening environment for language learning
- Supporting pupils' work in other subjects
- Helping pupils to adapt to cultural differences, most notably those that arise in a British international school setting.

3. CURRICULUM OUTLINE

Pre-Prep EAL Programmes

Early Years

Children entering the Pre-Prep in the Early Years are all at different stages of learning English whether they are native speakers or foreigners. Our Early Years Foundation Stage Curriculum provides the children with many opportunities to learn through play with communication and language being at the heart of the program. Teachers model good levels of English through conversation, story, songs and rhymes and role play.

Communication and Language is a key area for development with all young children and our approach is that all children are being supported within their classroom and school environment to develop their English language skills.

English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school environment promotes language development through the rich use of language. The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity. Bilingualism is viewed as a positive, life enriching asset and positively encouraged.

Once children enter into Key Stage One we offer additional support programs.

1. INTENSIVE ENGLISH

This program is open mainly to non -Thai children who have limited or no English language. The program withdraws the children from their mainstream classroom during English Modern Foreign Languages and Topic sessions thus spending much of their day learning Intensive English. The children will join their classmates for Maths, Art, PE, Swimming, Music and break times and lunch time.

They begin by learning a range of survival language and topics that enable them to participate in the day to day operations of the school. Phonics is taught from the outset with the aim of developing their vocabulary and their phonic skills in order to begin to read.

The Intensive English program requires support from the class teacher and the IE program teacher and close liaison to support the children in integrating with their peers.

It is hoped that 2 terms of IE would enable most children to return to their mainstream class whilst receiving EAL support.

ENGLISH AS AN ADDITIONAL LANGUAGE

We offer a range of support programs for children in Key Stage One. We aim to meet specific children's needs by offering them support sessions during their Topic lessons. We will offer support in Phonics, Reading, writing, spelling and conversational skills – usually 3 times a week without impacting on their English language lessons within their classes.

2. PHONICS BOOSTER

Some children just need a little boost with their phonics in order for them to bridge any gaps in their learning. We offer early morning Phonic booster sessions over a short period of time, in order to help pupils gain both confidence and phonetic knowledge to aid their reading and writing development.

Prep School EAL Programmes

EAL Set in First Language English Stream

In the Prep School, the bottom set in the first language English stream is either taught by an EAL specialist or planned collaboratively with a mainstream English teacher. The pupils follow a literacy scheme of work with a focus on developing grammar, sentence structure and vocabulary. The pupils also study key English topics, such as narrative writing and poetry, but with a focus on both developing content and developing language. This ensures that the English stream is the first port of call for developing language across the school.

Prep EAL Support Classes

Pupils who require EAL support are withdrawn from a range of different mainstream classes. Pupils with the most need for English language development are taught in a one-to-one class. Typically, these pupils are taken out of mainstream history as this is the most linguistically demanding subject and therefore the one EAL pupils are most likely to struggle with. Pupils who have slightly more understanding of English are placed in small groups for their EAL lessons. Pupils are withdrawn from a greater range of mainstream subjects so that EAL groups can be based on ability, where possible. All efforts are made to keep these pupils in subjects in which they can access aspects of the lesson, such as music, computing et al.

In-Class Support

EAL teachers also have allocated time on their timetables to support EAL pupils within their mainstream lessons. The main lessons visited are those which are the most linguistically demanding, such as history and English. When time permits, the range of subjects is broadened to include science and geography. In-class support can consist of working with a number of students on a one-to-one basis or focusing on a small group of learners. The task shapes the type of English language support that is offered, but EAL teachers typically do the following to support pupils:

- Help pupils understand the key vocabulary at the heart of the lesson
- Provide language models for EAL learners
- Supporting EAL learners' effective use of bilingual dictionaries and/or translation software
- Offer EAL learners an opportunity to rehearse an answer to a question privately before speaking in front of the class
- Clarify teacher instructions

EAL Support within the Classroom Environment

EAL learners are not a homogenous group; therefore, the EAL department looks to create bespoke programmes of work for its pupils. For one-to-one lessons, the teacher is able to design a programme that best fits the language learning needs of the individual pupil. For group lessons, lessons look to give pupils a 'toehold' in the language so that they can communicate more effectively in their mainstream classes. Lessons will also be adapted to ensure that the content is suitable and that there is enough rigour for different Year Group. Although programmes will differ, the core components will focus on helping pupils to:

Writing

- Develop awareness of English sentence structure, including word order, parts of speech, and types of sentences.
- Produce extended (paragraph level) writing in a range of topics and genres, for example an email to a friend about a past event.

Reading

- Develop their ability to understand short, simple texts on familiar matters which consist of high frequency everyday language
- Develop their ability to read straightforward factual texts on subjects related general topics and those which they will encounter in the classroom.

Listening

- Comprehend the main points of clear standard speech on familiar matters regularly encountered in school and during leisure activities as well as short narratives.
- Comprehend enough phrases and expressions related to learning and doing activities in schools.
- Become more au fait with the signpost expressions that teacher regularly employ in lessons.

Speaking

- Develop increased confidence in speaking to peers and teachers
- Develop language vital to coping in a classroom setting and during activities
- Start to contribute to peer and classroom discussions
- Start to offer more extended responses to classroom questions.

Grammar

- Develop the ability to use grammatical constructions that underpin writing and speaking tasks. Topics taught will cover aspects of the A1, A2 and a few of the B1 CEFR grammar modules.

Vocabulary

- Develop pupils' ability to comprehend and use the most common high frequency words in English
- Develop pupils' ability to comprehend and use the most common topic related vocabulary and school routine related vocabulary
- Develop the high frequency general cross-curricular vocabulary.
- Develop pupils' ability to learn fixed chunks of language and basic collocations.

Phonics Training

- Fill in holes they have in their understanding of phonics, using the Lexonik Leap system.

EAL Support Outside of the Classroom

Additional language support is offered to pupils through the grammar games activities. EAL teachers also attend Prep sessions to offer English language support with prep tasks. In addition, EAL teachers attend Library lessons to help pupils with reading aloud.

Senior EAL Programmes

EAL Support within the Classroom Environment

The Senior programme covers much of the same ground as the Prep School in the development of the four skills in English. However, as pupils need to be able to use a broader range of language structures, resources for all skills go from CEFR A2 to C1. In addition, given that pupils have a shorter time before sitting external examinations, there is more focus on the academic language structures required for success in mainstream subjects. There is an increased focus on developing written English across a range of genres. The development of Tier 2 vocabulary and building of key lexical chunks is also a prominent feature. The department uses a range of commercially available and in-house designed resources for developing these language structures.

There are a number of EAL programmes on offer in each Year Group:

Rugby School, Thailand Accelerated English Programme (REAP)

The REAP programme is an intensive English programme offered at Rugby School Thailand. Pupils can enter this course in F and E Block to prepare them for E Block entry into the mainstream programme. Pupils in this programme have an elementary level of English. Pupils who join the REAP programme receive up to 38 lessons of English as an Additional Language (EAL) lessons over the two-week timetable cycle. Pupils also attend mathematics, physical education, and games lessons with their peer group. The pupils also attend four lessons of art. These lessons are taught by art teachers but are planned in conjunction with EAL teachers so that developing communicative competence and integrating skills and language is at the forefront of all lessons. Whilst the REAP programme is modified to fit the learning styles and language levels of those in the class, it broadly helps the pupils:

- increase their vocabulary
- build awareness and accuracy in syntax and grammar usage

- resolve gaps in phoneme to grapheme correspondence
- develop reading and listening skills
- develop oral fluency and accurate pronunciation
- develop their ability to write accurately across genres
- develop core academic vocabulary and language structures
- become more effective English language learners
- heighten their awareness of the learning culture of Rugby School, Thailand.

The SoWs for this course are located at:

[Term 1](#)

[Term 2](#)

Term 3

F Block

English Stream

There are two EAL sets in the English stream, which are divided by ability, and taught by EAL teachers. The focus in both of these sets is developing English language and literacy. There is an emphasis on developing core grammatical structures and developing vocabulary. Lessons also focus on developing pupils' ability to use a range of sentence structures. The higher-level set will explore some aspects of English literature using a Content Integrated Language Learning (CLIL) methodology.

The SoWs for this course are located at:

[Term 1](#)

[Term 2](#)

[Term 3](#)

Withdrawal EAL

Those pupils who require support beyond that received in the English stream are withdrawn from a linguistically challenging subject, such as history. These lessons are bespoke for the individuals in the groups, but there is a focus on developing the pupils' competence in listening, reading and speaking. Lessons also employ a CLIL methodology to develop the language structures and written genres common in history and geography.

English Stream

The English stream has an IGCSE English as a Second Language (ESL) stream in which pupils are prepared for either the Core or Extend tier of the Cambridge examination.

The E Block SoWs are located at:

[Term 1](#)

[Term 2](#)

[Term 3](#)

The D Block SoWs are located at:

[Term 1](#)

[Term 2](#)

[Term 3](#)

English for Academic Purposes

Pupils who require EAL support beyond the IGCSE ESL stream are placed on the EAP programme. This course develops the academic language required for success in mainstream subjects, such as the sciences, and geography. There is no formal SoW for this course as it is bespoke for the particular learners. Below are links to a sample SoW:

[E Block](#)

D Block

Special English as an Additional Language (SEAL)

This programme is for pupils who require considerable support. This programme is for very small groups or taught one-to-one. During English language lessons, pupils are prepared for an English qualification at an appropriate language level, such as B1 Preliminary for Schools. Pupils are also removed from two elective IGCSE subjects to receive bespoke EAL support.

Sixth Form

Pupils who require additional support receive their EAL lessons during free timetable slots. The quantity of support required depends on the pupil's English language level.

Special English as an Additional Language (SEAL)

This class is for pupils who need considerable support to be able to fully access their mainstream subjects. The course also serves as a pre-IELTS/TOEFL/SATs course. This programme is for very small groups or taught one-to-one. The course is designed to fit the needs of the pupil/s. The Cambridge Unlock coursebook is used, with in-house designed resources being used as supplementary material.

SoWs for this course are located at:

[Term 1](#)

[Term 2](#)

Term 3

External English Examination Preparation

Academic English classes are also offered in the Lower XX and XX as preparation for IELTS and TOEFL examinations. These lessons are offered during activity slots.

SoWs for this course are located at:

[Term 1](#)

[Term 2](#)

[Term 3](#)

Prep Support Sessions

An EAL teacher is present in the EAL classroom during all prep sessions. Students are encouraged to book an appointment to attend via Google Calendar. Teachers are also encouraged to send pupils to these sessions to help them in completing a task in which language is proving a barrier to learning. Teachers send a sample answer or a mark scheme to the EAL teacher so that they can identify the key organizational and language structures that the pupils need to be taught. Communication between mainstream teachers can be face-to-face or via the departmental email:

senioreal@rugbyschool.ac.th

In-Class EAL Support

In class support is similar to the system in place in the Prep School. The Senior TA works with our pupils that need the most EAL supports. The EAL TA meets with mainstream teachers to ascertain the areas of language that pupils will need support with. TA support then focuses on helping the pupils with this specific language during the lesson.

4. RESOURCES & EQUIPMENT

Prep School

In addition to the schemes mentioned above the following resources and equipment will be used/integrated into lessons:

- Plastic magnetic letters
- Mini white boards
- iPads
- Flashcards
- Cuisenaire rods
- Computer programmes/ apps- Clicker 7, Quizlet
- Textbooks - A2/B1 Compact, A2 for Flyers
- In-house designed grammar, vocabulary and reading worksheets

- Wordbanks

Senior School

- In house designed grammar, vocabulary, reading and listening resources to develop general and subject specific academic language.
- Clarity English online programs: Clear Pronunciation, Tense Buster, Active Reading, and Road to IELTS.
- A range of coursebooks from A2 to C1 from National Geographic ELT, Cambridge, Oxford and Macmillan.
- In-house designed Google website.
- Graded readers from Penguin, Mary Glasgow, Oxford ELT et al.
- Reading comprehension box.
- Photocopiable resources for all four skills.
- A range of books to develop EAL, ELT, Sheltered Immersion teaching and learning practice.
- Mini-whiteboards

5. TEACHING & LEARNING POLICY

Prep School

There is seldom any problem about motivating EAL pupils, since they are well aware that their progress and success in other subjects depends largely on their ability to understand and communicate in English. It is important, however, that they should enjoy their EAL lessons and find them a haven from any stress which they may experience elsewhere.

All four language skills are practised from the outset. The lessons are varied and include stories, role-plays, songs, puzzles, quizzes and competitions as well as more formal grammar lessons and exercises. IT is used to enhance learning where appropriate. The target language is used at all times and the proper use of bilingual dictionaries and English/English dictionaries is taught from the start.

Group Lessons

One core principle that underpins EAL methodology is that the language is regularly reviewed and recycled. Group EAL lessons use a range of different methodologies; however, one approach that is used consistently is based on Harmer's EAS model of Engage, Study, Activate.

These three stages of Engage, Study, Activate:

Engage

During the Engage phase, the teacher tries to arouse the students' interest and engage their emotions. In our classes this will be done using a range of lesson starters, such as short dvd/internet clips, puzzles, key word activities, crosswords use of pictures etc. The aim of these starters is to arouse the students' interest, curiosity and attention.

Study

The Study phase activities are those which focus on language (or information) and how it is constructed. The focus of the lesson will be on a specific element of grammar, vocabulary or writing. Pupils in the EAL department will work in pairs, groups and individually during this phase of the lesson.

Activate

This element describes the exercises and activities which are designed to get students to use the language they have been exposed to in the Study phase of the lesson. During the Activate phase, students do not focus on language construction or practise particular language patterns but use their full language knowledge in the selected situation or task. Pupils in the EAL department will work in pairs, groups and individually during this phase of the lesson.

One-to-One Lessons

These lessons will still use the Engage, Study, Activate methodology, but activities such as pair work will need to be replaced with ones that can be done with the teacher or individually by the pupil. There will also be more opportunity to implement methodologies that suit the learning style and language level of the pupil.

Senior School

As at the Prep School, one core principle that underpins EAL methodology is that the language is regularly reviewed and recycled. Lessons are often structured using Harmer's above methodology, most notably examination classes; however, a number of other approaches are employed in Senior EAL lessons. Often EAL lessons combine aspects of some or all of the methodologies mentioned below:

Content and Integrated Language Learning

Content and Language Integrated Learning, or CLIL, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content. In Senior EAL lessons, this approach uses curriculum material and other materials of interest to develop language through content. There is also the opportunity to analyse the language required to produce a particular genre, such as narrative writing or describing a process. This methodology sits well with elements of the structural and lexical approach.

Lexical Approach The lexical approach is a way of analysing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The units are words, chunks formed by collocations, and fixed phrases. Collocation and fixed phrases, such as sentence starters (discourse course-organising sentence heads) are regularly taught in EAL classes.

The Structural Approach

This method sees language as a complex of grammatical rules that should be learned. Whilst we do not ascribe to the fixed dogma of this methodology, there are benefits to teaching Senior EAL

learners the rules of certain constructions of grammar and drilling their usage. Also, given that developing the rules that govern sentence structure underpin the academic writing the Senior pupils must produce, this approach clearly has its merits.

Reading & Listening

These skills are usually integrated into lessons. When lessons focus on these skills, teachers usually:

- Build background/schemata on the topic through key visuals
- Pre-teach key vocabulary
- Develop reading sub-skills, such as scanning
- Include comprehension activities
-
- Focus on language structures and vocabulary in the text
- Include post-reading activities.

6. DIFFERENTIATION

Prep School

Within EAL Lessons

Although every effort has been made to group pupils by English language ability, some differentiation may be necessary with regard to specific tasks during EAL lessons. **Weaker learners are given scaffolds to support their learning, whereas stronger pupils are given extension tasks to challenge them. As EAL groups are small, the teacher can work with pupils on an individual basis.**

Senior School

The Senior School uses the same approach to differentiate for learners of different abilities.

7. CROSS-CURRICULAR LINKS

The role of the EAL department is to build strong relationships with mainstream teaching staff. Regular in-class support and observations of mainstream lessons in which EAL pupils are involved helps inform the practice of the EAL department by illustrating how key language structures could be incorporated into EAL lessons. The EAL department is currently working with mainstream teachers to introduce a Sheltered Immersion Model to support the language development of EAL pupils. At RST sheltered immersion is an umbrella term which covers a range of core principles and strategies that will be employed to support EAL learners. The RST approach calls upon relevant strategies from a range of diverse English language programmes, including Pearson SIOP, TEMSC, National Curriculum Access and Engagement Strategies and CLIL.

Supporting Mainstream Teachers

EAL teachers will meet both informally and formally with mainstream teaching colleagues to advise on how they can differentiate their lessons to be more inclusive of EAL learners. EAL teachers

support mainstream colleagues to map their curriculums using the principles of the sheltered immersion.

Whole School EAL INSET

The HoD of Prep EAL conducts EAL INSET for all RST Prep teachers. The HoD EAL Senior conducts the training in the Senior School. The focus of this session is to develop an awareness of the challenges EAL learners face with academic and general English, but also to inform them of the strategies and classroom activities which foster language development. Each respective EAL HoD will put their own stamp on training, but the following broad areas will be covered:

- Language Issues
 - Challenging language – idiomatic, expressions, phrasal verbs etc.
 - L1 Interference
 - Language distance
- Assessment Framework
 - Bespoke 2 tier system
 - Student vignettes
- Academic Language
 - BICS vs CALP
 - Genre
 - Common language – passive voice, nominalization etc.
- Sheltered Immersion Principles
 - Building background
 - Content and language objectives
 - Explicit grammar and vocabulary teaching
 - Key visuals
 - Venn diagrams
 - Graphic organisers
 - Comprehensible input
 - Writing, listening and speaking frames
 - Genre writing maps
 - Substitution tables
 - DARTS
- Practical Activities
 - Promoting interaction – barrier games etc.
 - Explicit vocabulary and grammar teaching
 - Teacher talk

INSET PowerPoints are allocated [here](#).

EAL Assessment Framework

RST uses a framework that can be used by both mainstream teaching staff and EAL specialists to assess the pupil's level of English language proficiency. This bespoke framework has enough detail for specialist EAL teachers but can be readily understood by non-specialists. It is flexible enough to use with all age groups from Year 1 to the XX. The system focuses on the development of academic language within a school context. The framework is also in line with National Curriculum English proficiency levels. EAL teachers assess the level of pupils' English on a termly basis by collecting in

the work pupils have produced in essay-based subjects, such as history and English. The current EAL assessment framework and accompanying documents for the Senior School can be found [here](#).

Prep Support Sessions

An EAL teacher is present in the EAL classroom during all prep sessions. Students are encouraged to book an appointment to attend via Google Calendar. The link is [here](#). Teachers are also encouraged to send pupils to these sessions to help them in completing a task in which language is proving a barrier to learning. Teachers send a sample answer or a mark scheme to the EAL teacher so that they can identify the key organizational and language structures that the pupils need to be taught. Communication between mainstream teachers and EAL staff can be face-to-face or via the departmental email: senioreal@rugbyschool.ac.th.

8. PREP

Prep School

The department does not have a prep session timetabled but pupils may occasionally be asked to do some extra work at home e.g. Johnny Grammar app, Quizlet key words, **Lexonik Leap**.

Senior School

All EAL pupils will have prep set in accordance with the Senior prep timetable. Prep includes practice of the four skills as well as grammar and vocabulary work.

9. PRESENTATION POLICY

Prep School

The aim within the EAL department is to encourage pupils to reach the standards expected by the school, as outlined in the school policy. Problems may also arise in presentation due to first language interference, for example difficulty in producing the Roman script. Teachers will seek to correct these issues through modelling accurate usage.

Senior School

There is no formal presentation policy in the Senior School although pupils are expected to produce neat work and ensure that each entry into their books has a heading and is dated.

10. MARKING POLICY

Prep School

Most work will be marked, with the pupil present within the lesson. If this is not possible it must be marked by the following lesson and reviewed with the pupil. In some group lessons, pupils may mark each other's work, as a means of improving proofreading skills and using peer review to encourage good handwriting. Avoid the use of red or black.

The school system of gold stars and awards will also be used when appropriate.

Senior School

The school system of credits will be used when appropriate.

Marking scheme for written assignments

Written assignments are marked using the marking scheme shown in Appendix. Before submission of the work, the pupils must proof-read their work and make changes using a purple pen. The teacher will then mark the work in red. A range of correction symbols are used to highlight the learners' errors. In addition, the teacher writes questions and statements to encourage the pupils to develop their writing further. Comments are also inserted which mention the areas of the work that went well and the areas that need improvement. The marking scheme can be seen in Appendix B.

Individual feedback marking for written assignments

For smaller groups and one-to-one lessons, work is often marked with the pupil present in class. The teacher may use the correction symbols, but often underlining and discussing the error is enough for the students to correct the errors in their work. Comments are also inserted which stated the errors of the written work that went well and the areas that need improvement.

Examination classes

Both of the above methods are used to mark formal examination writing tasks for IELTS, IGCSE ESL, TOEFL and Cambridge ESOL examinations; however, the marks given reflect the public mark schemes for levels of competency in the given examination.

Marking reading, listening, grammar, and vocabulary preps/classwork

This work is usually marked during class so that the teacher can go over errors. The work may also be marked by the teacher and general comments offered about how to improve performance.credits

11. ASSESSMENT, RECORDING & REPORTING

Pre-Prep

There are two ways for pupils to be put forward for additional English support in Pre-Prep:

1. At entry assessment children may be offered a place with either IE or EAL as part of the package. This would be because their English level fell below the expected for their age. If a child could not cope with the day to day language of the classroom, they would be IE. If they fell behind their expected reading/writing/phonics level then we would offer with EAL support.
2. Once children have settled in then teachers may raise an EAL concern form to the Head of Pre-Prep. This concern form must contain detail and assessment evidence of a child's weaknesses. The child may well then be assessed following an EAL assessment or their work may be evidence enough of need.

INFORMING PARENTS

Parents are informed both face to face and by letter if their child is being recommended for EAL or IE. After an entry assessment this forms part of the offer letter. Parents are requested to sign and return a slip saying that they agree to pay for additional support.

Parents are informed when their children no longer require EAL or IE.

TRACKING PROGRESS

Class teachers are responsible for the children in EAL and must liaise with the EAL teachers to ensure that the children's specific needs are being met. A document recording need from the class teachers aids the EAL teacher in setting targets and planning lessons.

The Phonics trackers will be updated regularly and half termly unaided writing assessments will be used to track writing progress. Termly assessments in reading as well as the PM benchmark assessments will be used.

PAYMENTS

A register is kept of attendance to EAL and at the end of each term parents receive an invoice for the sessions attended.

IE and EAL LINKS and TRANSITIONS

Children finishing our IE program will then join the EAL program so that help does not immediately stop. Support is given in class by the Teaching Assistants and by the EAL teacher with set sessions. Care is given to support children leaving the IE program to help them settle back into the mainstream classroom and integrate with their peers

MAKATON

Children and staff are learning makaton signs each week in order to provide a consistent communication approach for children who have limited English or limited vocabulary. When singing songs in the Early Years we support many of the songs with key signs.

Prep School

EAL Diagnostics

There are three main ways in which the need for EAL support is **diagnosed**:

Placement Testing

On arrival, new pupils are tested to determine their level of English language competency. Pupils selected for testing are those whose INCAS baseline reading test results highlight some weaknesses in English. Pupils are given an In-house writing and reading placement test. Pupils are also observed in their lessons to build up more data on the level of EAL support they will require. Those pupils who

require EAL support are then put into appropriate classes. There will be some pupils whose English is deemed to be at such a level that they do not require EAL support. However, these pupils are closely monitored in class by discussing their progress with mainstream teaching staff and observing the pupils in their lessons. If there are any English language concerns with these pupils, they are added to the EAL teaching programme.

Classroom Observations

EAL teachers observe pupils in their mainstream lessons to determine whether these pupils would benefit from receiving EAL support.

Referral Form

In those rare cases when an EAL pupil has not been identified as needing EAL support through placement testing and classroom observations, classroom teachers can refer pupils using a Google Forms referral.

Assessment

The nature of small group and one-to-one teaching lends itself to regular continuous assessment. EAL teachers routinely carry out this form of assessment over the course of EAL lessons. The use of pupil whiteboards is especially useful for this task.

Recording

Lesson plans are used for each lesson, where notes are made of what was covered and any comments on difficulties, and the progress made. These are kept in the pupils' files/books for the year.

Assessment Framework

Pupils' progression is also monitored termly using the RST assessment framework.

Reporting

A report on EAL is also included in the end of term report but effort and attainment grades are not given.

Payments

A register is kept of attendance to EAL lessons and at the end of each term parents receive an invoice for the sessions attended. The fee for EAL depends on the number of lessons and the number of pupils within the class.

Senior School

Placement Testing

Pupils sit a grammar, vocabulary, reading comprehension and writing test on arrival. The results of these tests determine the level of support these pupils will require.

Lesson observations

EAL teachers observe pupils in their mainstream classes to determine whether certain pupils require more EAL support. Lesson observations can also identify pupils who despite performing well in the placement testing, would benefit from some form of EAL support.

Teacher Referral

Mainstream teachers can contact the EAL department via our group email address to refer a pupil for EAL support.

Class Assessment

Formative Assessment

Formative assessment is carried out during every EAL lesson and sits well with the teaching methodologies employed in language teaching. Given that the object of many EAL lessons is to work at sentence level, the following methods are used to assess pupils:

- 'Show me' whiteboards comprehension
- Exit tickets using Padlet
- Progress tests
- Marking extended writing assignments
- Observation of pupils while they are working

Summative Assessment

Summative assessment is conducted at the end of each term. Each EAL group sits a formal test towards the end of each term to check progress. Examination groups sit mock examinations.

Recording

EAL teachers note down the progress of learners in individual classes. Areas of difficulty are noted and revisited in future lessons to ensure pupils make progress. Teachers also record progress more formally in their mark books.

Reporting

Written and interim reports are written for all pupils who have EAL support. Reports are written in accordance with the RST Senior School reporting guidelines.

Payments

There is a termly charge for all classes in which pupils are withdrawn from mainstream classes. The programmes that are charged are REAP, SEAL, and Withdrawal EAL. The HoD EAL sends a list of pupils who received support to the Finance team at the end of each term. Pupils who begin courses late are charged on a pro-rata basis.

12. PROFESSIONAL DEVELOPMENT

Prep School

The HoD will offer in-house training in improving EAL pedagogy. The HoD is also responsible for keeping abreast of training opportunities available and ensuring that, where appropriate and affordable, they are taken up.

Senior School

The HoD is also responsible for keeping abreast of training opportunities available and ensuring that, where appropriate and affordable, they are taken up. This will include online training opportunities as well as attending EAL forums, such as ELLSA and FOBISIA JAWS.

13. RISK ASSESSMENT

Prep School

Risk Assessment for the EAL Rooms is on Google Drive in Risk Assessment folder

Senior School

Senior EAL rooms fall under the building risk assessment for the Senior classroom block.

14. APPENDICES

Prep School

Inventory of EAL (some currently shared with SFL Dept) is in the Support for Learning Folder on Google Drive.

Appendix A

PRE-PREP EAL CONCERN FORM

Child's name: _____

Class: _____

Teacher's Name: _____

Date of concern: _____

Pupil Enrolment Date: _____

Reading Book Level: _____

Phonics Phase: _____

Languages Spoken: _____

Level of Spoken English: _____

Key Concerns (reading, phonics, speech, speed, understanding instructions, comprehension)

Signed: _____

Date: _____

Appendix B

Senior EAL Marking Scheme

Symbol	Meaning	Example	Example of Error	Corrected Sentence
P	Punctuation	Commas (,), full stops (.), semi-colons (;) etc.	Although it was raining heavily I played tennis.	Although it was raining heavily, I played tennis.
	Missing word		I playing basketball.	I am playing basketball.
T	Verb tense	plays, played, have played, is played, has been played etc.	I lived in Bath since 2006.	I have lived in Bath since 2006.
SP	Spelling		The maneger is called Mr Davies.	The manager is called Mr Davies.
X	Unnecessary word		My boss she watches everyone all the time.	My boss watches everyone all the time.
G	Grammar	Subject verb agreement Articles (a, an, the) Part of speech etc.	He like football. Last week I bought new hat. The boy ran quick down the road.	He likes football. Last week I bought a new hat. The boy ran quickly down the road.
WW	Wrong word		After this incident, I was very painful and did not want to go to school.	After this incident, I was very upset and did not want to go to school.

Unclear expression		My life start from I born in richest family France.	I was born into the richest family in France.
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Before Handing in

You need to proof-read your work and make corrections using a **purple** pen before you hand your work in.

Teacher Comments

You will be given an overall comment on what you did well in your writing and what you need to do to improve your marks in future written assignments.

Your teacher will write up to 5 comments or questions in your work. You need to read these comments or questions and try to correct your work. All corrections should be written in **green**.

Marking Criteria

You will be given a mark out of **5** for each of the four criteria below. You will receive an overall mark out of **20**.

Task Achievement

To gain good marks in this criteria, your work must be of appropriate length and must answer the set question. Your work must also write in the appropriate register and use a style which is accurate for the genre/audience.

Grammar

To gain good marks in this criteria, you must ensure that your work is grammatically accurate. You must also use a range of sentence structures, including simple, compound and complex.

Vocabulary

To gain good marks in this criteria, you must a good range of vocabulary and ensure that it is accurately used. You must also use topic specific vocabulary and collocations.

Organisation

To gain good marks in this criteria, your sentences, ideas, and details must fit together clearly, so readers can follow your writing easily. You should link your ideas together using a range of connectives (conjunctions) and reference words, such as **it, this, ones** etc. You must also use paragraphs effectively.