

BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

EAL Policy

(English as an Additional Language)

Updated September 2024

Approved by:	Paul Farrell	Date: 30 th August 2024
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Introduction

Britannica International School is a place of diversity, community and respect. The close-knit, nurturing environment at our school means that all students have the care and support that they need to be effective and happy learners.

At Britannica, we are committed to providing learners with stimulating and high-quality academic and co-curricular learning experiences. We strive to cultivate a passion for learning among our students that will extend beyond their time at Britannica.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the school and support its Vision Mission and Values.

Mission, Vision and Values

EAL provision within Britannica is closely linked with the school's vision, mission and guiding statements, with particular focus on:

- Providing an inclusive community, which values the needs of all individuals
- Providing outstanding learning experiences for all students, focused on delivering the best of British education within an international community.
- Promoting independence and high academic achievement through supportive and dedicated mentoring, placing students at the heart of their learning journey.

English as an Additional Language Provision

1. Introduction

EAL at Britannica is defined as per the UK's Department for Education's definition, which states that "a student is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English."¹

EAL students' English Language Proficiency (ELP) can range from complete beginners to those with considerable fluency. Research has shown that EAL students can attain conversational proficiency similar to that of their peers within about two years of exposure to English. However, to reach a grade or peer level of cognitive academic language proficiency (CALPS) can require a period of between 5-7 years.²

Proficiency in the English language is the major factor influencing the degree and type of support an individual student will need. Students with lower ELP may require EAL specialist language support and intervention if they are to reach their full academic potential in mainstream education.

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs of our EAL students and helping them to achieve their full potential.

2. Aims & Objectives

The key purposes of EAL at Britannica are to allow all students to:

¹ Department for Education, 2020 ([link](#))

² Cummins, 2008 ([link](#)); Demie & Strand 2006 ([link](#))

- Learn English language acquisition skills and strategies;
- Develop communication skills;
- Acquire and develop English language skills through curriculum focused classes.

It is Britannica's aim to deliver the best opportunities for all learners, including those students whose first language is not English. Students are taught the full curriculum in mainstream classes, with immersion being the primary model to develop language acquisition. This means that learners have full and equal access to the whole curriculum.

The employment of specialist EAL teachers, along with experienced classroom practitioners, means a supportive and purposeful learning environment, focused on developing English language skills, is created. Through continuous collaboration focused and effective teaching and learning strategies are developed to best support EAL learners.

3. Guidelines and Principles

It is recognised that all teachers at Britannica are 'EAL teachers' and the inclusion of language acquisition strategies should be paramount to teaching and learning, across the school.

EAL is continually supported through the following:

- Withdrawal or in class support sessions for students in Year 1 – Year 13 to support language acquisition, with a specialist EAL teacher;
- Continuous communication and collaborative planning with mainstream class teachers and EAL specialist teachers;
- An audit of all students' EAL level completed by mainstream class teachers, at four points across the school year;
- Assessment, monitoring and placement of students within EAL;
- Whole staff inset sessions focused on developing the delivery of EAL across the school;
- Dedicated Teaching Assistants across EYFS – Key Stage 2 classes;
- Key Stage 4 EAL support, as an option, in lieu of extra IGCSE subjects;
- Parent engagement events to develop parental support of students' developing language acquisition;
- Focused professional development for staff members across the year, including the delivery of TESMC to teachers.

4. Teaching and Learning

At Britannica, all staff are expected to maintain high teacher standards and have the responsibility to support EAL students and meet their educational needs.

- Develop consistent approaches to teaching and learning, taking into account varying levels of language needs;
- Plan for teaching subject specific vocabulary and terminology;
- Develop engaging reading activities to increase students' reading and writing skills;
- Plan and deliver lessons that have a clear focus on literacy and the building of language skills;
- Promote the use of English in the classroom where appropriate;

- Work collaboratively with specialist EAL teachers in planning and delivering curriculum-based content;
- Complete the EAL audit throughout the year and provide information on those students identified as needing extra levels of support;
- Work collaboratively with the EAL specialist teachers to enhance teaching and learning.
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The role of the EAL specialist teacher is to:

- Support the learning taking place in the mainstream classroom;
- Communicate and collaborate with the classroom teacher in planning EAL withdrawal sessions;
- Plan and deliver engaging language-based lessons that support the wider curriculum;
- Continuously assess students' language acquisition and give judgements on their proficiency;
- Make EAL a key focus of professional development, to ensure most relevant and up-to-date strategies are being employed;
- Provide feedback to the Head of EAL and SLT on the progress of EAL learners;

The role of the Head of EAL is to:

- Monitor the progress of EAL learners, predominantly through the EAL audits throughout the year;
- Oversee the assessment and placement of students into EAL groups;
- Plan for effective and relevant professional development opportunities in the area of EAL;
- Communicate with parents regarding the progress of EAL students, including opportunities for parents to visit school;
- Build and maintain a clear and positive vision of EAL across the school community;
- Provide information on the progress of EAL learners to the SLT and wider school community;
- Support all members of teaching staff in the delivery of EAL across the school.

5. Placement Assessment & Progress Tracking

Entry into the EAL programme is as follows:

Students are screened through:

1. A student profile filled in by parents to show the student's home language and prior language learning experience.
2. Discussion with the class teacher and observations carried out by EAL specialists in the first two weeks of schooling.
3. Initial assessments carried out by the class teacher: standardised tests, determining reading level, writing and phonics.

4. A formative assessment of student's language proficiency using the Bell Foundation EAL Assessment Framework.³
5. Students who fall within certain proficiency bands (below expected grade level) will be further assessed using the WIDA Screener (Grade 1-13/Year 2-12) and Kindergarten (Year 1) assessments.

Further information on EAL student identification and placement is set out within the 'EAL Identification and Placement Guide'.

6. Organisation & Curriculum

The level and type of support offered varies depending on students' individual needs. Students receive in-class and or withdrawal support depending on their proficiency and ability to access curriculum content.

Students will generally follow the curriculum of the mainstream classes they are attending. This is facilitated by EAL targeted support in specific skills and areas, and through the provision of differentiated instruction and or adapted tasks. These lessons run parallel (but outside of) the mainstream English lessons.

Students in years 1-5 also receive an EAL lesson which runs parallel to timetabled topic lessons. During this lesson students are pre-taught difficult or abstract curriculum vocabulary.

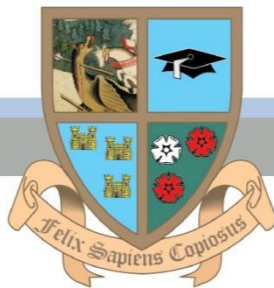
Students with beginning or lower language proficiency levels are targeted for phonics, communication, literacy and survival language intervention.

In Secondary school, the support is given through in-class support, as well as specialist EAL classes outside of the mainstream lessons. This largely depends on the student's ability to access the curriculum and the degree of support which they require to complete assigned tasks.

7. FEES:

At Britannica, the provision of EAL support is not included in the current tuition fees for school. EAL fees are charged on a termly basis and are subject to change.

³ Bell Foundation Framework [link](#)



BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

英语作为附加语言 (EAL) 政策

更新于 2024 年 9 月

批准人:	Paul Farrell	日期: 2024 年 8 月 30 日
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介绍

上海不列颠英国外籍人员子女学校是一个多样性、团结和充满尊重的地方。学校拥有连接紧密的育人环境，所有学生都能得到所需的关爱和支持，从而成为高效快乐的学习者。

在学校里，我们致力于为学习者提供激发性且高质量的学术和课外学习经验。我们努力培养学生的热情，这种热情将延续到他们学校的学习时间之外。

该政策总结了我们的期望和共同的工作实践，反映了学校的宗旨和目标，并支持其愿景使命和价值观。

使命，愿景，价值观

英语作为额外语言学习（EAL）的课程，与学校的愿景、使命和指导性声明密切相关，体现在：

- 提供一个包容性的社区，重视所有人的需求
- 为所有学生提供卓越的学习经验，专注于在国际社会中提供最好的英式教育。
- 将学生放在学习之旅的核心位置，并通过支持性和专注的指导来促进他们独立性和高学术成就。

英语作为额外语言学习（EAL）的规定

1. 介绍

根据英国教育部的定义，EAL 指“如果学生在家中接触到一种已知或相信非英语的语言，则该学生被记录为将英语作为另一种语言。”。

EAL 学生的英语水平从完全初学者到相当流利者不等。研究表明，EAL 学生可以在接触英语两年左右的时间内达到与同龄人类似的会话水平。然而，要达到一个年级或同龄人的认知学术语言能力（CALPS）水平，可能需要 5-7 年的时间。

英语语言能力是影响学生个人所需的支持程度和类型的主要因素。英语语言能力较低的学生可能需要英语语言专家的语言支持和干预，这样他们才能在主流教育中充分发挥自己的学习潜力。英语的熟练程度是影响学生个人所需支持的程度和类型的主要因素。低语言能力的学生如果想在主流教育中充分发挥学术潜力，可能需要 EAL 专家的语言支持和干预。

这项政策列出了学校的宗旨、目标和策略，以满足我们的 EAL 学生的需要，帮助他们充分发挥他们的潜力。

2. 宗旨与目标

学校 EAL 的主要目的是让所有学生：

- 学习英语习得技巧和策略；
- 发展沟通技巧；

-通过课程重点课程获得和发展英语语言技能。

学校的目标是为所有学习者提供最好的机会，包括那些母语不是英语的学生。学生在主流课堂上学习完整的课程，沉浸式学习是培养语言习得的主要模式。这意味着学习者有充分和平等的机会学习整个课程。

学校聘请专业的 EAL 教师，以及经验丰富的课堂实践者，致力于创建一个支持性和有目的的学习环境，专注于发展英语语言技能。通过持续的协作，我们制定了有效的教学策略，以便充分支持 EAL 学习者。

3. 指导和原则

学校所有教师都是“EAL 教师”，语言习得策略在整个学校的教学中都是至关重要的。

EAL 通过以下方式得到持续支持：

- 为一至十三年级的学生提供课间或课堂中的支持课程，由专业的外语教师协助他们学习语言；
- 与任课老师和 EAL 专业教师持续沟通和协作规划；
- 由任课老师在学年的四个时间点对所有学生的 EAL 水平进行审核；
- 对参加 EAL 的学生进行评估、监察及安排；
- 在全校教职员内部会议期间，重点讨论如何在全校开展英语语言教学活动；
- 专为幼儿园到关键阶段二的班级配备专门的助教老师；
- 关键阶段四的 EAL 支持课程，作为替代额外 IGCSE 科目的选择；
- 家长参与活动，培养家长对学生语言习得发展的支持；
- 全年专注于员工的专业发展，包括向教师提供 TESMC 培训。

4. 教与学

学校里的所有员工都被期望保持高水平的教教学水平，并有责任支持 EAL 学生，满足他们的学习需求。

- 兼顾不同程度的语言需要，制订一致的教与学方法；
- 制定学科特定词汇和术语的教学计划；
- 开展有吸引力的阅读活动，提高学生的阅读和写作技能；
- 计划和讲授明确侧重于识字和语言技能培养的课程；
- 在适当的情况下，在课堂上推广使用英语；
- 与 EAL 专业教师合作，规划和提供基于课程的内容；
- 完成全年的 EAL 审核，并提供需要额外支持的学生的信息；
- 与 EAL 专业教师合作，提高教与学水平。

EAL 专业老师的角色是：

- 支持在主课堂进行的学习；
- 与班主任沟通合作，规划好 EAL 课程时间；

- 计划和提供引人入胜的语言课程，为更广泛的课程提供支持；
- 持续评估学生的语言习得情况，并对其熟练程度作出判断；
- 让 EAL 成为专业发展的重点，确保采用最相关和最新的策略；
- 就 EAL 学习者的学习进度向 EAL 和 SLT 领导层提供反馈。

EAL 主管的职责：

- 通过全年的 EAL 审核，监督 EAL 学习者的进度；
- 监督评估及安排学生进入 EAL 小组；
- 在 EAL 领域规划有效和相关的专业发展机会；
- 与家长沟通 EAL 学生的进展情况，包括安排家长参观学校；
- 在全校建立和维持一个清晰、积极的 EAL 愿景；
- 向 SLT 领导层汇报学生的学习进度情况；
- 支持所有教学人员在全校范围内实施 EAL 教学。

5. 设置评估和进度跟踪

加入 EAL 课程的方法如下：

学校通过以下方式筛选学生：

1. 家长填写的学生简介，包括学生的母语和先前的语言学习经历。
2. 在开学的前两周，与班主任进行讨论，并由 EAL 老师进行观察。
3. 由班主任进行的初步评估：进行标准化测试，以确定学生的阅读，写作和语音水平。
4. 根据贝尔基金会 EAL 评估框架，对学生的语言能力进行形成性评估。
5. 对于在某些熟练程度范围内（低于预期年级水平）的学生，老师将使用 WIDA 筛选器（1-13 年级 / 2-12 年级）和幼儿园（1 年级）进行进一步的评估。

关于 EAL 学生身份识别和设置的更多信息载于“EAL 身份识别和设置指南”。

关于 EAL 学生的识别和安排方面的更多信息，请参阅“EAL 识别和安置指南”。

6. 组织与课程

根据学生的个人需求，学校提供的支持水平和类型各不相同。学生可根据自己的水平和学习课程内容的能力，在课堂上或课后获得支持。

学生一般会按照他们所参加的主班级的课程进行学习。EAL 在特定技能和领域提供有针对性的支持，并通过提供差异化的指导和/或适应的任务促进这一点。这些课程与主流英语课程平行（但在主流英语课程之外）。

1 至 5 年级的学生还将上一堂 EAL 课，这节课与定时主题课同时进行。在这节课上，学生们会预先学习到较难或抽象的课程词汇。

针对初学或语言能力较低的学生进行拼音、交流、识字和生存语言干预。

在中学，这种支持是通过课内支持以及主流课程之外的专门 EAL 课程提供的。这主要取决于学生获取课程的能力以及完成指定任务所需要的支持程度。

7. 费用：

目前学校的学费中并不包括提供 EAL 支持的费用。EAL 费用按学期收取，可能会有变动。