Use of English and Language Policy

INTRODUCTION

Context & Definition

As an independent international school, Haileybury Almaty has a vibrant and varied student community representing many cultural and linguistic backgrounds. The majority of students are Kazakh and speak Russian as a first language. Other first languages represented are:

Haileybury Almaty recognizes that a significant proportion of our students use English as an Additional Language, and require varying degrees of support in accessing the full curriculum throughout the whole school.

Throughout this policy, 'English as an Additional Language' (EAL) is used to describe students who are:
- in the early stages of acquiring and developing skills in English and require intensive withdrawal support
- developing competence in English and require support to develop academic proficiency even when already operating at a level of conversational fluency
- competent in English but may still require guidance to develop their range of language for higher level study

Aims

At Haileybury Almaty, our aims are that pupils requiring EAL support should:
- develop their confidence and competence in English
- use English as a means of learning throughout the whole school
- use English as the primary language of communication in all interactions with school staff and fellow students
- respect the value of all languages and cultures in the school and beyond

Key Principles

Haileybury prides itself on 'unlocking the potential of every child' and effective language support is key to this process. Therefore, the school will:
- identify students in need of EAL support and the level of intervention required
- monitor student progress regularly and adapt level of support as necessary
- make use of all opportunities in the curriculum for teaching English through subject content
- recognize that EAL provision is every teacher's responsibility
- promote inclusion of all pupils requiring EAL support in the school community

The school acknowledges that the majority of pupils requiring EAL support do not have SEND needs. However, in the event of SEND issues being identified, EAL learners will have full access to both SEND and EAL support.

Organization of the Language and Learning Faculty

The following members of the academic team have particular responsibility for EAL provision:

- Head of Language and Learning - oversees policy and provision for EAL across the whole school including monitoring and assessment of EAL pupils, specialized EAL teaching, support and training for staff, record keeping, and identifying and purchasing resources
- English Academy Coordinator - oversees intensive support for EAL pupils identified as needing comprehensive withdrawal
- Senior School English Department - provide support for EAL pupils at KS3 and above in developing competence and academic skills required for full curriculum access
- Junior School EAL Specialists - provide both in-class and withdrawal support as required for pupils who are developing competence

PROVISION FOR EAL LEARNERS

Admissions & Initial Assessment
The Head of Admissions will gather initial information on potential EAL needs through the following:
- admissions application
- entrance tests/CAT4
- previous school reports

The English Academy Coordinator will conduct placement tests with pupils from Years 3-8 identified as requiring intensive support to determine the provision requirements.

Within the first half-term, the following sources of information may be used to identify students requiring EAL support:
- internal diagnostic assessments and checklists
- MidYIS, Yellis, and Alis assessments (Senior School) INCAS Assessments (Junior School)
- samples of students' work
- input from form tutors, subject specialists and EAL staff

English Academy
The English Academy provides intensive support for students from Years 3-8 identified as being in the early stages of acquisition. They will be withdrawn from specified lessons and receive targeted English language input. Pending progress reviews from the English Academy Coordinator, pupils may be withdrawn from fewer classes and should be developing competence and ready to access the full curriculum within one academic year (though they will still require in-class support).

Senior School
In Years 7-9, EAL students are placed together for English lessons to ensure targeted provision of language support and development.
In Years 9 and 10, some EAL students take IGCSE English as a Second Language. Those placed at a higher level of competence may take IGCSE English Language in

Year 10 and IGCSE English Literature in Year 11 to provide the necessary academic competence support.

IELTS training is also offered for sixth form students aiming to attend international universities.

Junior School
In Years 1-2, EAL teachers work both in the class to support phonics and guided reading and conduct regular withdrawal lessons to provide targeted support.

In Years 3-6, EAL teachers provide in-class literacy and guided reading support and also provide withdrawal lessons on a needs basis.

Access to the Curriculum
We recognize that English is used and learnt through the curriculum. Conversational fluency in English may be acquired by EAL pupils quickly. However, it should be noted that they may still be developing competence in academic English required to access the curriculum.

Full 'academic' proficiency in English takes up to 8 years to be acquired. Therefore competence in English must be developed explicitly across the whole curriculum using all four language skills (listening, speaking, reading and writing).

It is of vital importance for EAL pupils that the four language skills are interrelated so that work in one supports the development in another. In order that curriculum content be understood and language skills developed:

- subject specific vocabulary needs to be taught explicitly and in context
- features of academic language, e.g. grammatical structures and ways of organizing whole texts need to be taught explicitly
- areas of potential difficulty such as idiomatic usage, technical or subject specific vocabulary may need particular support and should be identified in planning

EAL provision is an area of responsibility for all staff and all teachers should structure lessons appropriately and use language in ways that support and stimulate development in English to meet the specific needs of EAL pupils.

Effective planning when teaching EAL learners:
- ensures a range of language experiences, including different audiences and purposes
- makes use of a range of teaching styles to provide opportunities for interaction
- considers EAL needs for differentiated aims
- allows sufficient time for EAL pupils to process concepts and respond both in written form and orally
- makes use of additional staff
- sets short term goals within a broader framework to monitor progress

- offers opportunities to develop pupils' social skills and personal confidence, building on what they already know and can do with English and other languages
- makes use of ICT when appropriate

Listening and speaking in the classroom are effective when:
- key language features (vocabulary and structures) are identified at the stage of lesson planning
- talk is supported by visual aids and examples as required
- opportunities for purposeful interaction are planned
- pupils receive regular and appropriate feedback on their use of English
- structured question and answer sessions are used to model specific language and to monitor understanding

Reading and writing in the classroom are effective when:
- children are given the opportunity to think and clarify in speech before being asked to write
- the purpose of writing and task expectations are made clear
- there is explicit discussion of form and style of writing required, with differentiated and structural support provided, e.g. writing frames;
- The assessment of writing takes an integrated view of language and content in pupils' work as a whole
- reading for meaning is taught
- opportunities and support are provided for writing texts in English, e.g. role play and visual prompts

Records and Success Criteria

The Head of the Language and Learning together with the English Academy Coordinator and class/subject teachers will keep profiles of the EAL pupils within the school. These records are available to other staff for reference.

Individual pupils' profiles should include:
- other schooling
- languages spoken
- significant interruptions to schooling
- literacy in other languages
- relevant assessment information
- end of year report on language development

Assessments will be set by EAL specialists and the Head of the Language and Learning to monitor progress and identify further support needs each term.

Progress and success will be evaluated when considering any changes to the level of support needed by each child. These will be based on:
- achievement in internal and external assessments

- formative assessments conducted by EAL specialists and subject teachers
- samples of work
- school reports
- self-assessment

Staff Support and Training

Support and training will be provided for all staff as follows:
- Teaching and Learning with EAL Pupils TESMC external training
- INSET training for Senior and Junior School staff
- advice and support from EAL specialists and Head of Language and Learning