



# PYP EAL Policy

The Australian School of Abu Dhabi

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## **Introduction**

At the Australian School of Abu Dhabi all students are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage our students to aim for the highest possible standards, and we take account of each student's individual needs and experiences. We strive to create a truly multicultural environment in which students are able to enjoy, appreciate and value each other's cultures. We recognise that an individual's language is central to his or her sense of identity, belonging and self-worth. We aim to provide an environment and curriculum which positively value and reflect the languages and cultures of all pupils.

## **EAL Definition**

It is an acronym of *English as an Additional Language*. The Australian Curriculum of the Assessment and Reporting Authority (ACARA) defines EAL students as those students whose home language is not English and who require additional support to develop English proficiency level.

## **Aims and Objectives**

The aim of this policy is to provide guidelines to school staff on the delivery of English as an additional language. Our objective is to put in place support for all the needs of students who are learning English as an additional language. By doing so we aim to ensure that they have equality of opportunities in all areas of school life. Our main aims are to:

- Help EAL students to become confident and improve their English reading, writing, listening and speaking skills in order to be able to fulfil their academic potential;
- Monitor student' progress systematically;
- Use the resources and strategies to meet the different need of EAL students and to raise their achievement;
- Encourage parental support in improving children's attainment.

## **Identifying Students with English language learning difficulties**

Identifying students with English language learning difficulties is initially done on the basis of diagnostic assessment from the classroom teacher's side. In addition, requests at any time for support from a student with English language learning difficulties, their parents or by a student's teacher are always taken into account. Once a potential student with English language learning difficulties is identified, another diagnostic assessment, which has further EAL orientation concerns, takes place by the EAL teacher who is responsible for setting up an individual educational plan (I.E.P) within a level-based

content frame, and then lessons can be structured as appropriate. Lessons are conducted either on an individual basis or in small groups based on timetable constraints and students numbers. In the EAL department, we take into account the wide range of different educational backgrounds and expectations of our students, different levels and abilities, different linguistic needs and the different dynamics of class, small group and individual teaching. We endeavour to ensure that our lessons maintain pace, variety and challenge encourage active learning and are appropriately differentiated.

### **Programme Service Model**

EAL students receive specialized language instruction in pull-out classes from qualified EAL specialists 3 times per week on a regular basis. They also receive differentiated support in their grade level and subject areas classes from their teachers.

### **Roles and Responsibilities**

The EAL Department's main role is to help students with little or no English feel safe and secure in the classroom and the whole school by improving their reading, writing, speaking and listening skills. In order to promote inquiry-based language learning within the context of the PYP, the EAL Specialists incorporate the teaching and learning of English throughout the transdisciplinary programme of inquiry.

### **Professional Responsibilities**

- Identify incoming EAL students, with support of the English Language Teacher.
- Develop EAL students' skills by simplifying the information and building on their previous knowledge.
- Develop an action plan that addresses student's weaknesses and builds on student strengths.
- Differentiate planning and teaching to take into account the learning needs of students with special needs.
- Liaise with the English Language teachers to identify the needs of every individual student and support her/him with the needed information, worksheets, activities and aids to develop their reading, writing, speaking, listening and analysis skills.
- Encourage EAL students to speak English at all times while in school.
- Guide and help EAL students with the needed information and skills by using different methods, resources, techniques and equipment.

- Develop individual learning programmes for EAL students.
- Incorporate both curriculum and EAL specific objectives.
- Provide practical guidance on strategies of how to raise achievement.

## **Assessment**

The EAL department uses all available assessment data to monitor and track progress of students with special needs. The constant collaborative planning and teaching between EAL specialists and the classroom teacher provide ample opportunities to constantly reflect on the progress of each student in the class.

## **Types of Assessment**

### **Pre-Assessment**

This type of assessment is administered before the instruction of the concept to gather information about a student's readiness to provide information to assist planning and guide differentiated groups in the EAL Department. In this situation, the teacher does not grade the pre-test, but instead uses the information to determine grouping of students and set a treatment plan in terms of students' weaknesses.

### **Formative Assessment**

This type of assessment is administered during the instruction of the unit that would provide EAL specialists with knowledge of how students are progressing toward learning objectives in order to plan future lessons and next steps in a unit. Assessment tools include tests, rubrics and anecdotal notes.

### **Summative Assessment**

This type of assessment is administered at the end of the teaching and learning process and provides students with an opportunity to show what they have learned and what their prospective needs are.

## **Reporting Procedures**

EAL students receive report cards from their classroom teacher and EAL specialist twice a year to denote that the student's linguistic abilities and to make an accurate assessment of their attainment on a certain expectation.

## **Exit Criteria**

A student is removed from the EAL program when either the EAL support teacher or the English teacher feels, based on the day-to-day assessments and observations, that a student is capable of joining the class without support. The EAL Specialists, classroom teacher, and curriculum coordinator review each student's portfolio or samples of work before the student exits the EAL Programme. Decisions for exit are based on several of the following pieces of evidence:

- Reading and writing criteria;
- Classroom observations;
- Running records;
- EAL and homeroom class work;
- Tests

## **Teaching and Learning**

- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.
- Show differentiated work for EAL students.
- Recognize that EAL students need more time to process answers and to complete extended work.
- Provide classroom activities that have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Provide additional visual support e.g., posters, pictures, photographs, objects, demonstration, use of gesture.
- Prepare resources that support the development of student's language skills and understanding, including visuals and graphic organizers.
- Provide ample opportunities for talk, pair work, collaborative activities etc.
- Create a learning environment which promotes respect, co-operation and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.
- Have high expectations of students but be sympathetic to emotional difficulties students may be experiencing.
- Use ICT to aid an EAL student's development and achievement.
- Use bilingual resources and teaching aids to develop an EAL child's understanding and confidence with language.
- Make ongoing assessments and keep a record of progress.

### **EAL Policy Review**

The PYP coordinator will ensure that the special educational needs policy is reviewed and revised every two years. All staff at ASAD is involved in the development and will agree on the policy. All staff is responsible to ensure that the policy is a working document, that it is referred to and reflected upon. Teachers will review annually the policy of the EAL agreements.