

Policy:

English as an Additional Language (EAL)

Introduction

Our aim is to provide an inclusive learning environment that enables students for whom English is an additional language to access the English language curriculum, develop their English proficiency, and reach their academic potential. This policy outlines the support framework for students who have English as an Additional Language (EAL) at Thames British School. This is vital as English is our language of inclusion and a key to academic success.

At Thames British School Warsaw, we c | a | r | e

Our Principles:

We care:

- that every one of our students reaches their full potential, academically, socially and emotionally;
- that every student is safe and feels safe at school, and this means we are all responsible all of the time;
- that communication and our choice of language is inclusive and respectful;
- about our behaviour and what it may communicate to others. We conduct ourselves in an ethical manner and with integrity at all times;
- about our communities culture, behave in a manner that fosters our values and insist that all members of our community do the same; and
- about learning first and foremost. Teachers are considered facilitators of learning and models for our community and its culture.

Our values:

c	Collaborative & Compassionate	We work together when needed to get the job done. We value the work of others, are compassionate, and recognise that success is mutually beneficial
a	Authentic	We are real, genuine and honest. We are true to ourselves and our community and represent our-selves as such with integrity
r	Responsible & Resilient	We have an obligation to reach our potential and fight to do so. We are accountable for our actions and utterances, and demonstrate respect for others needs and our environment. We don't give up.
e	Enlightened	We act on evidence, are factually well-informed, tolerant of alternative opinions, and guided by rational thought.

1. Objectives of the EAL Program

The EAL program at Thames British School aims to:

- Support students in acquiring English language skills in reading, writing, speaking, and listening.
- Ensure that EAL students can access the mainstream curriculum and participate fully in school life.
- Develop confidence and independence in using English for both academic and social purposes.
- Promote an inclusive school environment that respects and values linguistic and cultural diversity.
- Collaborate with teachers and parents to monitor progress and adjust support accordingly.

2. Identification and Assessment of EAL Students

Primary School (Years 1–6):

- Before enrolment, students' language fluency is assessed through an interview with the candidates.
- Staff will monitor progress and collaborate closely with the school's counsellor (psychologist) and school's leadership to recommend appropriate levels of support.

Lower Secondary (Years 7–9):

- Candidates attend an interview during which their level of English will be assessed.
- Candidates whose first language is not English complete an online test (CEPT).
- Ongoing monitoring will track student progress, enabling teachers to communicate concerns to the school's counsellor (psychologist) and school's leadership, and generate support plans as necessary.

High School (Years 10-13):

- Candidates attend an interview during which their level of English will be assessed.
- Candidates whose first language is not English complete an online test (CEPT) with prior written parental consent.
- Students will meet with the Head of School or the Deputy Head of Academics wherever possible.

3. Levels of Support

Support is tailored to meet the individual needs of EAL students based on their proficiency levels:

3.1 Beginner (New to English):

- Targeted support in small groups or one-to-one sessions.
- Focus on basic vocabulary, sentence structures, and essential communication skills.
- Introduction to subject-specific vocabulary.
- Modified materials to ensure comprehension and engagement.
- In-class support to help students understand and participate in lessons.

3.2 Intermediate (Developing English):

- Targeted English language lessons focused on expanding vocabulary, improving grammar, and strengthening comprehension.
- Subject-specific vocabulary reinforcement, extension and consolidation.
- In-class support with the use of differentiated materials.
- Structured homework that reinforces classroom learning and language acquisition.

4. Teaching and Learning Strategies

All teachers at Thames British School are expected to implement strategies that support EAL learners in the classroom, such as:

- Using clear, concise language and avoiding idiomatic expressions that may confuse EAL students.
- Providing visual aids, diagrams, and other multimedia tools to support understanding.
- Differentiating tasks and materials to accommodate different language proficiency levels.
- Encouraging peer support through collaborative group work.
- Regularly checking for understanding and providing constructive feedback.
- Allowing extra time for EAL students to complete tasks.

5. Curriculum Access and Inclusion

Primary School (Years 1–6):

- Teachers will plan differentiated lessons and tasks to match the language abilities of EAL students who participate in mainstream lessons.
- Students will receive support in small groups or one-to-one sessions.

Lower Secondary and High School (Years 7–13):

- EAL students will receive support in small groups or one-to-one sessions to ensure they can access the curriculum in key subjects such as English, Math, and Science.
- EAL staff and subject teachers will collaborate to create subject-specific vocabulary lists, and plan appropriate modifications, including simplifying instructions and providing language support.

6. Assessment and Monitoring of Progress

- **Primary School (Years 1–6):** EAL students' language development will be monitored through formative assessments, teacher observations, and regular feedback.
- **Lower Secondary and High School (Years 7–11):** EAL students' progress will be tracked through formative and summative assessments, written assignments, presentations, and standardised tests.
- In order to access the curriculum it is assumed that students entering either A-levels or the IBDP will demonstrate an appropriate level of English. As such, students will be automatically entered into Language A or First Language studies.
- EAL staff will collaborate with subject teachers to review the progress of EAL students and adjust support as needed.
- EAL students' progress will be shared with parents during individual meetings, Learning Conversations and email communication.

7. Parental Engagement

We recognise the importance of parental involvement in supporting EAL students. Therefore:

- Parents will be kept informed of their child's progress.
- Parents are encouraged to actively support their child's learning at home by creating a positive study environment and assisting with language development (e.g. encourage regular reading in English, promote conversations in English, watch age-appropriate English-language programs or movies with subtitles, etc.)
- Parents should attend Learning Conversations to receive individual feedback about their child's language development.
- Parents should share information about your child's strengths and challenges with teachers to tailor support.

8. Professional Development for Staff

To ensure effective EAL provision, staff members will receive professional development in the following areas:

- Understanding the needs of EAL learners and strategies for effective classroom support.
- Differentiation techniques to ensure EAL students can access the curriculum.

- Cultural awareness and sensitivity to foster an inclusive classroom environment.
- Collaboration with EAL specialists to tailor instruction to meet students' needs.

9. Review and Evaluation

This EAL policy will be reviewed annually by the school leadership team in consultation with teachers and EAL staff to ensure its effectiveness in meeting the needs of EAL students.