

**English as an Additional Language Policy**

**Scope:**

This policy applies to all YCIS Shanghai Primary and Secondary Campuses.

**Overview:**

Upon entry to YCIS, all new students are assessed and placed into one of two English programmes: EAL or Mainstream English classes. EAL students are those whose first language or dialect is a language other than English, and who require additional support to assist them to develop proficiency in English. Students are monitored and assessed regularly throughout the school year to ensure they are correctly placed in the appropriate programme.

**Principles and Purpose:**

The EAL programme is designed to develop students’ intellectual, academic and physical potential to the fullest. Language skills and vocabulary from all areas of the curriculum are taught through speaking, listening, reading and writing learning activities. Teachers instruct students for a high proficiency in English through a carefully planned and developmentally appropriate programme of study. The school aims to provide individualised attention and guidance to meet student needs, and to develop the potential of individual students in a safe, secure and nurturing environment. YCIS continues to encourage development of students’ mother tongue through various learning experiences in and outside of school.

The EAL programme closely follows the curriculum taught in the mainstream English classes. In EAL there is a larger focus on the reading, phonics, grammar and vocabulary needed for EAL students to function successfully in a mainstream setting. EAL lessons take place at the same time as mainstream English in each level. EAL students spend the remainder of their school day, apart from Chinese study and specialist classes, in their assigned mainstream class in Primary and Secondary.

Specific assessments and documentation for entry and exit procedures may vary between campuses according to staffing structure, EAL cohort and age of students.

**EAL Student Placement**

***Primary***

EAL students in Years 2-6 are assessed on enrolment and placed into the appropriate EAL class that best fits their English language needs. In Semester 1, all Year 1 students (EAL and Native English speakers) stay together in their homeroom class during English lessons for a specified time set by particular campuses. After a specified timeline stipulated by the respective campuses, the Year 1 students are divided into traditional mainstream English classes and EAL classes. This allows different groups of students to focus on building English skills according to their specific needs. The formation of classes at this stage is based on previous observations and assessments carried out by class teachers and EAL teachers. K4 students in the ECE programme are observed by an EAL teacher in the Spring and their English language skills are assessed. Their EAL placement is determined prior to entering Year 1 but can change dependent on their progress in Semester 1.

If class co-teachers have concerns about the English language development of a student who was not identified as EAL on enrolment, an EAL referral can be completed and an EAL assessment undertaken.

***Secondary***

EAL students coming from Primary are placed in the EAL level class advised by the appropriate Primary coordinator during a transition meeting between both Primary and Secondary Coordinators. New applicants are tested on their English language skills by means of a written test, which tests reading comprehension and writing, and an interview. Based on the combined outcome, the EAL Coordinator places the applicants in the most suitable EAL level class.

In September, all Lower Secondary students take the ITEP (English Proficiency test). These results are used to adjust EAL level placement.

**EAL Classes**

***Primary***

The EAL programme has classes at each level to meet students’ English language needs. Each class teaches reading, writing, speaking and listening, but depending on students’ learning needs, one class may offer more intensity in a specific area. There are usually three to four EAL classes per year level across Years 2-4 and two classes in Years 5-6. Numbers of classes across year levels will differ between campuses and will depend on the number of students in the programme.

***Secondary***

EAL English classes in Secondary focus on building students’ knowledge and understanding of English language use, emphasizing grammar and conventions through explicit teaching of these skills. In addition, direct vocabulary instruction is used to introduce academic vocabulary and students are given multiple opportunities to study these words in context and practice creating meaning by using them in writing. In addition, students are exposed to various text types in order to understand the unique features of the different genres they will encounter in later years, including IGCSE and IB. Modifications and differentiation are also made to provide additional support in Science and Humanities, allowing students to spend more time learning subject specific vocabulary, and receive a high level of scaffolding from teachers in order to achieve success on more difficult tasks, especially those that rely heavily on the use of reading and writing skills. Modifications and differentiation will vary by campus depending on students’ needs; Secondary campuses structure their classes and levels in a way to support students in their individual classes.

**Providing Student Support outside of EAL lessons**

EAL teachers provide in-class support and a withdrawal focus group model of support for EAL students. In-class support usually takes place for special projects and assignments, in classrooms where there is a significant percentage of EAL students, or during lessons where there is a high English language content. This type of support will be agreed upon by both the EAL teacher and the classroom co-teachers. During withdrawal for focus group support, students work in small groupings in an appropriate on-campus location that fits the needs of the students and the learning activity.

**Guidelines for Movement and Promotion to Mainstream English**

Movement within EAL classes will be determined by the EAL student’s specific learning needs. These needs will be defined by student work and participation, classroom and school-wide assessments and teacher observations. Students will always be placed in the EAL class that best meets their English language needs.

For promotion into mainstream English, the EAL team uses EAL class assessments, observations and an English language proficiency test to determine when a student is ready to move into mainstream English.

When a student is being considered for promotion into mainstream English, the EAL teacher will confer with other teaching staff and assess the student to confirm readiness. The required paperwork will be completed and given to the appropriate Coordinator. Parents will be informed of the promotion by the EAL teacher, either by formal letter, diary note or email.

Assessment and movement can take place at any time during the school year but will most likely take place at the end of an English unit to ensure a smooth transition into the mainstream English class.

All EAL assessment records are tracked and progress monitored at regular intervals. Do we need a comment about how long students are in one place for?

**Associated Documents**

EAL referral form

Secondary EAL Movement Form

Primary EAL Movement Form

EAL Progression and Tracking Form

Updated: January 8, 2018