EAL and Multilingualism Policy

Approved by: ……Mercedes Coffman-Spencer……..

Last reviewed: December 2023

Next review date: December 2024

Contents

1. Statement of Aims

This policy aims to describe how The British School of Málaga (BSM), will endeavour to ensure that provision is provided to support all students with EAL and multilingualism needs, to secure the best possible outcomes for all students in school. The school is aware of the impact a positive, diverse, and inclusive atmosphere has on learning and on building student's cultural awareness.

Our Objectives are to:
- Provide an environment where barriers to learning/participation are minimised.
- Promote success, confidence and esteem with students learning in an additional language.
- Ensure that all students have access to a broad and balanced curriculum and are able to reach their full potential as people and life long learners.
- Provide an integrated system to support children learning in an additional language that places the child and their family at its core.
- Work collaboratively with staff to ensure a cohesive approach.
- Raise awareness on the importance of cultural diversity, multilingualism, and home languages

2. Definition of EAL
Primary Students
Children learning in an additional language to their home language and unable to reach the 'Working Towards' curriculum objectives of their year group .

Secondary Students
Students who do not reach the minimum CEFR level **in all four skills** (reading, writing, listening and speaking) for the year group they are joining.

Children require EAL support if:
- Language is causing difficulty in learning. This can include:
  - the student's level of proficiency is a barrier to learning.
  - missing vocabulary.
  - lacking fundamental reading and writing skills

3. Identification of Students that require the EAL Programme
Primary
New students from Year 1 - 4 are assessed at Admissions via a taster day or interview with HOP and the level of EAL support will be discussed and agreed with the student, parents and teachers based on the year group 'Working Towards' curriculum objectives.

New students in Year 5 & 6 will be assessed via the 'Oxford Young Learners Assessment'.

Existing students transitioning from EYFS to primary who do not meet the objectives below will be encouraged to participate in the EAL programme:

Reading	Writing	Speaking and Listening
Recognise phase 2 phonic sounds	Use a comfortable grip with good control when holding pens and pencils.	Enjoy listening to longer stories and can remember some of what happens.
Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	Write some letters accurately.	Sing songs. Know rhymes.
	Write some or all of their name.	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
		Can identify and/or say: - Numbers to 10 - Colours - Classroom objects - Basic animals

Secondary

All new students and Year 7 students who were following the EAL programme in Primary carry out the Initial Language Assessment (ILA) on Induction Day to determine their CEFR level.

In Secondary, the CEFR minimum requirement level **in all four skills** for an EAL student is set as follows:

		CEFR levels	Content and Assessments
K S 3	Year 7, 8 and 9	**A2-B1**	**Year 7:** A2 **Year 8:** A2/B1 **Year 9:** B1 ESL Cambridge Checkpoint / Core ESL (English as a Second Language) IGSCE
K S 4	Year 10 and 11	**B1-B2**	**Year 10:** B1/B2 Extended ESL IGCSE **Year 11:** B2 Extended **ESL (English as a Second Language) IGCSE*** If an EAL student joins us in KS4 and they are struggling to obtain a C in ESL IGCSE, from June 2023, we offer the **EAL (English as an Additional Language) IGCSE*** equivalent to an A2 to B1 level.
K S 5	Year 12 and 13	**C1-C2**	**Year 12:** C1/C2 **CAE*** (Cambridge Advanced English) (from 2023/2024) **Year 13:** C1/C2 **CAE*** (Cambridge Advanced English) (2023/2024 last year unless it was not taken in Year 12

Any student	A2-C2	**We are now an Official Cambridge Examination Centre and will soon be providing A2-C2 computer-based examinations both for our own students who might request it and for external candidates.**

*Official examinations taken at BSM.

Those students who do not meet the minimum level in **all four skills** for the year group they are going to join are then referred to the EAL support programme. Parents are informed about duration (minimum one academic year) and content of a tailor-made EAL support programme, which incurs an additional cost.

4. Supporting EAL students Primary

EAL support in Primary provided in two separate formats:
- A tailored EAL programme for all new non native language students in KS1 and KS2.
- Mainstream support with EAL in mind.

The Primary EAL Coordinator is responsible for administering the EAL Programme, planning and resourcing support lessons for class teachers and implementing EAL strategies throughout the Primary school.

The majority of students at the school have EAL needs. The levels of proficiency in English vary between students. In order for all students to effectively learn and access the curriculum a two tiered instruction structure is used.

EAL programme	The EAL programme is compulsory for all new students that are not achieving the curriculum 'Working Towards' objectives for their year group.
	This programme has an additional charge.
	Intensive English instruction prepares students for success at school, focusing on developing their confidence to succeed in their learning journey. The EAL programme, with specialist teachers of EAL and (where possible and appropriate) classroom support, is designed to prepare students to access the curriculum and reach their potential in an additional language.
Mainstream EAL Support	EAL students in mainstream classes may require EAL support in accessing the curriculum where the concepts are complex and the language they are expected to understand and use is of a high level.
	EAL instruction in mainstream classes uses EAL pedagogy, to explicitly teach the curriculum learning areas.
	EAL students in mainstream classes require teaching that incorporates visual and concrete aids and where the required language demands are modelled and deconstructed.
	Given the high numbers of EAL students, all classes must establish effective EAL programmes for students in mainstream classrooms. All Primary staff participate in three staff learning sessions, annually, to

	develop, discuss and coordinate EAL strategies for all primary students.

Supporting EAL students Secondary

EAL support in Secondary consists of the following:
- Students are withdrawn from some mainstream subjects* (determined on an individual basis) until their level of English is sufficient to attend all mainstream lessons.
- These students go on the Secondary EAL register and receive Specific English language learning in all four skills with a qualified EAL teacher during those times they are withdrawn from mainstream subjects (usually 2hrs a week).
- They also get in-class support in mainstream subjects (Science, History, Geography, Media Studies) at least 1hr a week with the EAL teacher.

*Possible subjects they can be withdrawn from:

Year group	Subject(s) withdrawn from (decided on an individual basis)
KS3	MFL (French or German), History, Geography (Avoid taking students out of Creative subjects such as Art, Performing Arts, Music or P.E.)
KS4	MFL (French or German) / out of one of their option subjects as a last resort

5. EAL Student Objectives
Primary
EAL students are identified as those students not achieving the 'Working Towards' English National Curriculum objectives of their year group. New students participate in the EAL Programme objectives as per the National Curriculum objectives. Existing students receive additional support and booster groups are set specific EAL targets by the class teacher as per the gaps in their knowledge.

Secondary
Secondary EAL students on the EAL support programme are those that do not meet the minimum CEFR level requirement in **all four skills** for the year group they are going into. All other students whose home language is not English can benefit from any differentiated material and EAL methodologies used in the mainstream classroom.

6. EAL Programme Overview
Primary
In supporting EAL children, we have a range of strategies and interventions available in school. This starts with quality first teaching, including a tailored EAL programme for KS 1 and 2. Differentiated and personalised provision by the classroom teacher.

KS1 range 3-10 month programme

Month	Type	Total Time	Focus

Months 1-3	Removed from mainstream	1hr a day (preferably English however timetable depending)	confidence, phonics, fine motor skills, basic grammar
Months 4-8	Removed from mainstream	1hr a day (preferably English however timetable depending)	curriculum objectives for a 'Working Towards' student
Months 9-10	In Class	1hr a day (this may not be possible if number of EAL students increase over the year)	curriculum objectives for a 'Working On' student

KS2 12-18 month programme

Month	Type	Total Time	Focus
Months 1-6	Removed from mainstream	2hrs a day (preferably English/Science/Topic however timetable depending)	confidence, phonics, fine motor skills, basic grammar
Months 6-9	Removed from mainstream	2hrs a day (preferably English/Science/Topic however timetable depending)	curriculum objectives for a 'Working Towards' student
Month 10	Removed from mainstream and In Class	1hr a day (preferably English/Science/Topic) and 1hr in class support (preferably English)	curriculum objectives for a 'Working Towards' student and support transitioning into mainstream classroom
Months 11-12	In Class	1hr a day (this will usually take place in September when the students return after the summer and need support transitioning to mainstream, recapping what they have forgotten during summer.)	curriculum objectives for a 'Working On' student
Months 12-18	TBC	TBC	If a child does not reach the required objectives for a 'Working Towards' student in their year group the programme will continue if an ALN referral is not required.

There is an additional charge for this programme. All students are withdrawn for a minimum of 1hr per day and a maximum of 2hrs. Students receive a separate EAL report and termly objectives.

The EAL coordinator meets with all parents in the first two weeks of the programme, completes the 'Student Profile' and outlines the programme to the family. Termly meetings are held with the parents and weekly updates are emailed if necessary.

Secondary EAL Provision (The Secondary EAL programme)

The Secondary EAL support programme will:
- Incur an additional charge (2000€ yearly fee paid in monthly instalments)
- follow Cambridge CEFR programmes for each level working on all four skills
- track and monitor Reading age and progress with the Accelerated Reader level testing in the mainstream English classroom (tested every 8 weeks) (Y7-Y9)
- Support EAL learning with use of a digital EAL platform to practise all 4 skills.
- level test the EAL students at the end of each term to measure progress in all 4 skills
- provide termly reports to inform parents about progress (iSAMS)
- encourage parents and students to complete surveys to collect data for KPI

If all basic requirements (attendance, participation and home support) are met by the EAL student and their parents, the EAL Secondary programme aims to ensure that a student on the programme will improve by at least one CEFR level in one academic year.

7. Mainstream EAL Support Overview
Primary
All interventions are monitored closely for impact on pupil progress. Teachers are expected to work with the EAL Department in terms of subject specific planning, teaching and assessment.

Class Teacher Support:
- Each primary class teacher is assigned a dedicated hour to work in another year group to support EAL students. This can be in class or out of class support.
- EAL packs are provided to all class teachers for those students struggling to access the curriculum in specific subjects.
- Visual aids and translated resources, via widgit online are available to all students that are struggling with vocabulary.
- EAL packs are provided to all class teachers for those students struggling to access curriculum materials.
- A shared drive is available to all Primary staff with resources and vocabulary lists.

Secondary
Both the EAL student and the subject teacher will receive support from the EAL department in the mainstream classroom.
- The subject teacher will be informed about the student's language needs in order to help the subject teacher inform their planning (differentiation).

- The EAL department will support the mainstream teacher to provide EAL support material for the student.
- The EAL student will be encouraged to use certain specific tools (online dictionaries, translation of texts into their home languages, text readers, etc…) to aid students in adapting to the content of the mainstream classroom.
- The subject teacher will be informed about the tools that are available and recommended for the EAL learners.
- Translanguaging in mainstream classrooms is encouraged, especially in Year 7 and 8, including providing translated versions of materials, assessments…
- Secondary EAL Staff Learning takes place once a term to share good practices and highlight EAL students' needs in the mainstream classroom.
- Teachers have access to the Secondary EAL Resource Hub on the main School Hub.

Inclusion of all EAL students in Secondary:
- Students receive a Welcome Pack in English and in their home language which provides useful information about their new school.
- The EAL Coordinator/teacher has weekly meetings with students to make sure they are settling in well.
- Tutors and teachers support all EAL students with integration in their classes (Buddy system / strategic seating plan).
- Social school events organised to promote International Mindedness for all our students (International Community Fair).
- International students are given the opportunity to share their language and culture with other students (International Mother Tongue Day).
- The Secondary EAL Coordinator will contact parents within the first week of starting school to answer any doubts and concerns they may have.
- The Secondary EAL Coordinator will organise an EAL workshop with parents and EAL students to discuss the tools they can be using both at school and at home to help improve their language acquisition.
- Parents can contact the EAL Coordinator at any time they may have a doubt or concern.

8. EAL Strategies for Mainstream Teaching
It is important to embrace EAL strategies throughout the whole school community. Training, celebration of diversity and resources will be provided by the EAL department to support students and teachers every month. A shared drive of resources are available for all staff to support their teaching practices with EAL in mind.

Through termly Staff Learning sessions, the EAL department will encourage and support the following in every classroom:

A. Identifying Vocabulary
- Write important vocabulary for the lesson on the board and discuss and explain to students.
- In each lesson, have a brief vocabulary time.
- Have a glossary of important words for your subject and ensure the students review and use this regularly.

- Have vocabulary displayed in the classroom.
- Play games with the vocabulary to give opportunities for students to practise using it and remembering it.

B. Modelling answers
- Students need model answers of sentences, phrases, paragraphs and essays. These can be written in situ during a lesson or provided in paper form or within a Google Classroom. Having model answers is vital for students to develop their academic writing skills to fulfil curriculum requirements.

C. Permanent visual prompts
- Vocabulary lists
- Example sentences and phrases
- Punctuation marks
- Speech bubbles
- Common mistakes and the correct form

D. Correcting Mistakes
- Correct English mistakes as they happen. Let the student finish a sentence then correct it.
- Written English mistakes can be highlighted and students supported to correct them.

E. English at home
- Encourage students through rewards and praise, to watch English films and TV (without subtitles), listen to English music, use the Internet in English and play computer games in English
- Students will be encouraged to read in English on a regular basis. In Secondary, students' level of reading is determined by their results from the Accelerated Star Reader test. This test gives them a reading level to help the class teacher and the student choose the most appropriate reading book both for content and language level.

Strategies to help EAL students succeed with their IGCSEs (Y10/Y11)
- Choose one option rather than two
- Choose options that do not require extensive writing (more technical: Art/ IT)
- Enter for EAL IGCSE rather than ESL IGCSE
- Choose MFL IGCSE in their home language (currently offering French, German, Russian, Polish and Arabic)

9. Record Keeping
Primary
This is a developing area within the school. Student information regarding EAL is sent to all class teachers at the end of each term and an EAL report is prepared for all students in the EAL programme. The data is in the initial phase of being included in iSams.

Secondary
EAL students on the EAL support programme are identified with a green flag on iSAMS, so all subject teachers have information about their home language and their ILA results on all four skills. This information is also available on the Secondary EAL Register on the School Hub for quick reference. Departments are also sent relevant EAL information when necessary about any strategies (type of material required for their learning and seating plan) that may benefit their EAL students.

10. Teacher Expectation
When planning lessons teachers are expected to do the following:
- Identify the vocabulary required for the lesson and create visual or hard copy reference for all students. .
- Ensure success criteria has 'next steps' built in and that learners can access resources that are differentiated for their needs.
- Work in collaboration with the EAL department; seeking advice and being willing to use suggested strategies in a diligent and comprehensive way.
- Support EAL staff to review progress by providing feedback and relevant information.
- Support parents and families to understand their child's needs, how the school is developing their child's skills and knowledge and how learning can be supported outside of school.

11. Transition from Primary to Secondary for EAL Students
Primary
This is a developing area within the school (December 2023). All EAL Programme students in Year 5 & 6 will sit the Oxford Young Learner Assessments in September and June. The results will be recorded and discussed with the Secondary EAL department at an end of term meeting. To assist with this transition, Y6 EAL Programme students will take the ILA in June.   This information can then be shared with and utilised by the Secondary EAL Lead, when children return in September (offers a method to measure 'Summer regression')

Secondary
All new Year 7 students that were on the EAL programme in Year 6 will be level tested when they join Secondary in September. They will carry out the Initial Language Assessment (ILA). This will determine if they still require EAL support in Secondary. This support will be reassessed at the end of every term. The EAL department decides if students require further support in the coming term, or if they are withdrawn from the EAL programme and monitored the rest of the academic year. This decision is based on their progress on the EAL programme and on their reports in their mainstream subjects. Parents are informed of the decision made on an individual basis.

12. Methods of Assessment
Primary
<u>Reading</u>
KS1 - ORT Reading Assessments
KS2 - NFER Reading Assessments as per the student's 'Working Towards' year group.
Year 5 & 6 - Young Oxford Learners Assessment, Y6 ILA for transition purposes only.
<u>Writing</u>
KS1 - RWI Phonics: CVC & CCVC, HFW, stem sentences.
KS 2 - RWI Phonics CVC & CCVC, HFW, stem sentences, termly cold writes.
Year 5 & 6 - Young Oxford Learners Assessment
<u>Speaking and Listening</u>
BSM S&L Assessment Tool introduced January 2024.

Termly meeting with parents are held by the EAL coordinator to communicate assessment progress.

End of year EAL report produced for all EAL students via iSams.

Secondary

After the ILA, EAL students start with a CEFR level. EAL students are then tested on all four skills at the end of every term. All EAL students are subscribed to the English Exams Lab platform, where they do regular practice on all four skills and at the end of every term, they carry out a test that will give them an approximate CEFR level to see their progress. A report goes out to EAL parents stating their level with a comment on their performance and progress

13. Recognition of Home Languages and Culture

In order to appreciate families home languages and cultures and include them in the language learning process, the school will adopt a number of strategies:

Primary

● School events that raise awareness about the importance of cultural diversity, multilingualism, and home language. This will include International Day, home language reading day, school assemblies, music lessons and monthly EAL challenges.
● Translated welcome packs and parent vocabulary packs for EYFS and KS1
● Incorporation of the learners' home languages in lessons (e.g., strategies, dual language visual aids (Widgit), tasks, activities, games, etc.) whenever and however possible.
● Inviting parents to school celebrations so that they can share their experiences around language learning, stories of language and cultural identity, achievements, etc.
● Multilingual posters and displays in classrooms, corridors, and other spaces around the School
● Multilingual articles in the weekly school bulletin

Secondary

- Welcome Packs for all our new students in English with a QR Codes to access a translation into families' home languages.
- Use of online dictionaries in classrooms, allowing students to translate subject content into their home languages.
- Use of translanguaging in some lessons.
- Subject materials and assessments translated into home languages allowing students to access subject content (Y7 and Y8)
- Recognition of variety of nationalities and home languages in tutor groups.
- Celebration of our language diversity on European Language Day (26th September) and Mother Tongue Day (21st February)
- Cultural events:
  - International Community Day, a student-led event where all of Secondary celebrate different nationalities and their culture (traditions, food, music…)
  - Read in your Home Language Day (Secondary reading to/with Primary)
- Option to do IGCSEs in some home languages (French, German, Russian and Polish)

14, Spanish and Spanish culture

Spanish language and culture play an important role in helping all our international students integrate well into their new school and country. Helping them acquire the language and learn about Spanish traditions is also fundamental to settling in both inside and outside the school environment.

Secondary

Non-native students of Spanish

One of the main objectives of the Spanish Language Department (Departamento de Lengua) is to promote the full integration of students who do not have Spanish as their home language.

- All Spanish and ML students are obliged to do their best to pass the exams. They must turn in their homework on time, bring all their material to class, show a respectful attitude towards learning Spanish and Spanish culture, and use this language as a vehicle for communication in the classroom.

- When a student of another nationality arrives at our centre, based on the reports received, they can take an Initial Level Test to determine if they follow the curriculum with the First Language group (This only applies to KS3 students). or if, on the contrary, they should receive Spanish as a Foreign Language lessons (Español para extranjeros).

- Non-native Spanish students who study Language and Literature (Lengua y Literatura) will have all the necessary support and will have a curricular adaptation when the teaching team deems it necessary, both in the assessments and in the class and homework set. These students' situation will be periodically reviewed and any change in the schedule will be recorded in writing.

Cultural events:
- Celebration of Andalucía Day (28th February)
- Celebration of World Book Day linked to Miguel de Cervantes, Don Quixote
- Trips to the centre of Malaga to visit relevant sights and museums
- Trips to Córdoba and Granada as part of the Spanish History subject
- Participation in local environmental projects

Appendix

Appendix 1 EAL Guidelines

EAL students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English. EAL students come from diverse, multilingual backgrounds and may include:

- overseas students
- Spanish students whose first language is a language other than English and have started BSM after EYFS
- Bilingual students who have not received previous education in an English environment.

EAL teacher refers to a teacher with EAL qualifications or a quantity of EAL professional learning hours.

Explicit teaching is a method that delivers a series of supports or scaffolds whereby students are guided through the learning process. Using supported practice with feedback until independent mastery has been achieved.

ROLES AND RESPONSIBILITIES

Primary EAL Teacher
will:
- Meet and assess all new students
- Liaise with Admissions to assign new students to correct year/class
- Identify the needs of each new student and create a timetable of groups according to their needs
- Create tailored EAL programme for each student
- Meet with parents four times a year to discuss progress
- Create lesson plans based on EAL strategies
- Create resources for all EAL learners to be used by class teachers when students can not access the curriculum
- Liaise with class teachers
- Set individual language learning goals for students
- Model teaching the curriculum through an appropriate degree of EAL pedagogy and explicit teaching suitable to the EAL cohort by:
  - engaging in co-planning and co-teaching with teachers, where necessary

- supporting teachers to identify the EAL Levels and curriculum and set the language learning goals for students, where appropriate
- support teachers in monitoring their students' English language progress
- engaging in ongoing EAL professional learning.
- Conduct four Staff Learning sessions on EAL
- Write a monthly article for the weekly school bulletin based on EAL
- Create monthly EAL challenges for all primary students
- Participate in one assembly per month with EAL in mind

Primary Class Teachers
will:
- provide one hour a week for twelve weeks a year (or one term) to offer EAL support for a group of students from another year group
- engage in professional learning in EAL pedagogy, linguistic knowledge and cross-cultural understandings
- where possible, utilise TAs to support the teaching and learning of EAL students in all contexts
- plan and teach the curriculum, as part of a teaching team where appropriate, using EAL pedagogy
- identify students' English language proficiency using the EAL Levels to inform planning and teaching
- report to parents
- provide written comments in learning area reports about identified EAL students' progress within their subject.

Implementation of EAL programmes-Primary and Secondary

Effective implementation of EAL programmes requires a coordinated approach at a whole-of-school level that supports and informs classroom-level EAL programme delivery.

Individualised Teaching
Primary
Students are set individual targets and work towards these within the teaching group. These are regularly reviewed and updated. Assessments are carried out termly.

Primary students targets will be based on BELL and Currciulum 'Working Towards' objectives. Annual staff learning session will be dedicated to outline entry and exit objectives for each year group.

Identification of EAL students and their learning needs
In order to identify a student's EAL learning priorities, the student's cultural and linguistic background are considered. Language background information is obtained through the admissions process.

The EAL department will also use information about the student's schooling history and prepare a 'Pupil Profile' in conjunction with teachers and parents.

The assessment provides a broad description of the learner groups. This resource supports teachers as they set language learning goals and develop teaching and

learning programmes, in all learning areas of the curriculum, that address the EAL student's specific learning requirements.

Primary EAL Teachers will use the student's EAL levels to identify their Phase using the EAL Phases Chart. The identified EAL Levels and Phase inform the type and the degree of EAL pedagogy required to enable students to be successful in their academic learning as outlined below.

ACARA EAL/D Phase	Degree of EAL pedagogy required
Limited Literacy Background, is included to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language.	Students with limited oral language competency and limited competency in literacy skills and knowledge in English. Students are new to learning through Standard English and cannot access the full curriculum without intensive, highly scaffolded, systematic and explicit EAL pedagogy.
1 – Working Towards - students who have a growing degree of print literacy and oral language competency with English.	Students with a growing degree of print literacy and oral language competency with Standard English. Students in this Phase cannot access the full curriculum without intensive, highly scaffolded, systematic and explicit EAL pedagogy.
2 - Working On — students who have a sound knowledge of spoken and written English, including a growing competency with academic language.	Students have a sound knowledge of spoken and written English, including a growing competency with academic English. Students successfully engage with the full curriculum, however, at times may require explicit language and literacy teaching as the literacies of academic subjects vary and concepts and texts increase in complexity.

EAL Pedagogy
EAL pedagogy is the systematic and explicit teaching of English required for students to achieve success at school. It is teaching that employs approaches and strategies to build students' English language skills and knowledge while teaching the content of the students' age appropriate curriculum.

To maximise students' potential for effective learning through inclusive teaching practices, teachers or teaching teams will:
- identify each learning area's English language and literacy demands as follows:
  - content - vocabulary and word meanings, including phonetics
  - form - the grammar and rules associated
  - pragmatics - the social use of language across all modes: listening, speaking, reading and writing.

- set goals for students for communication, socio-cultural knowledge, language structures and features and learning-how-to-learn, using the EAL Levels

Systematic approaches

A systematic approach to support EAL learners to access the curriculum will include:
- identifying students' level of English proficiency
- utilising students' cultural understandings
- building shared knowledge
- making the procedures and expectations of the learning environment explicit
- teaching in context
- scaffolding and support strategies – sequencing and repetition of controlled, guided and independent tasks
- modified assessments and tasks
- time to acquire, practice and revise language learning.

Assess and monitor student progress

To support EAL students, teachers and teaching teams will:
- use EAL Levels to plan, teach and assess the required level for the class teacher and EAL level, knowledge skills and understanding; and as the basis to ascertain where students are in their learning, where they need to go and how to best get them there
- apply a range of assessment strategies, tasks and opportunities that reflect assessment for, of and as learning
- draw on a range of evidence that provides a comprehensive picture of student achievement in English language learning and learning area achievement and sampled from a range of knowledge, skills and understandings
- use assessment information to inform programme, planning, teaching and learning in the future to set language learning goals for each student

Appendix 2: Student Profile

Student Profile

Name: **Date:**

Nickname: Class:
Date of arrival in the country:

Speaking in your Home

1. Which language was the **first language** your child heard at birth?

2. Which language did your child **first learn to speak**?

3. Which language does your child currently use to communicate at home with his/her:

Mother	
Father	
Siblings	
Caregiver	

4. Which language do you speak at the dinner table?

5. Which other languages does your child speak and understand?

Language	Basic	Intermediate	Fluent

If English is not a first language

6. Was your child fluent in your first language when they were first introduced to English?

7. What age was your child when they were first introduced to English?

Learning to Speak/Listen and Understand at Home

1. Is your child happy to tell stories at home or is he/she naturally quiet?

2. Does your child make friends easily?

3. Does your child have difficulty asking questions – can you give an example?

4. Does your child have a good memory?
   ✔ Does your child have difficulty remembering directions?
   ✔ Can they remember when you ask them to take a message to someone?
   ✔ Does your child have difficulty learning lists?

5. Was his/her language development as rapid as his/her siblings/cousins/friends? Is their vocabulary good? Please explain.

6. Do you or other people sometimes find it hard to understand what he/she is saying? (mis-pronounce words – mix them up). Please explain.

7. Does your child listen well or get distracted by other noises?

Reading in your Home

1. In which language(s) does your child read?

Language - reading	Reading Fluency (please circle)			
English	None	Basic	Intermediate	Fluent
	None	Basic	Intermediate	Fluent
	None	Basic	Intermediate	Fluent
	None	Basic	Intermediate	Fluent
	None	Basic	Intermediate	Fluent

2. How confident is your child at reading (compared to other children you know)?

3.	Can your child retell a story they have read?

4.	Does your child choose to read books on his/her own?

5.	Does your child enjoy reading with you?

6.	Do you have any concerns about your child's reading? ✔ Have they had extra help/extra lessons at their last school? ✔ Can they read from the board in class?

7.	Has your child had problems with his/her ears/eyes? Please explain.

Writing in your Home

1. In which language(s) does your child write?

Language - writing	Reading Fluency (please circle)			
English	None	Basic	Intermediate	Fluent
	None	Basic	Intermediate	Fluent
	None	Basic	Intermediate	Fluent
	None	Basic	Intermediate	Fluent
	None	Basic	Intermediate	Fluent

2. How confident is your child at writing (compared to other children you know). Does your child enjoy writing?

3. Can your child tell you what he/she has written about?

4. Is your child's writing well organised?

5. Do you have any concerns about your child's writing?
   ✔ Handwriting, spelling, grammar, organisation?
   ✔ Have they had extra help/extra lessons at their last school?

6. Does your child have difficulty taking tests?

Additional Language Instruction

Does your child learn another language outside of school? Please let us know the language(s)	

Other information:

a. Has your child missed a lot of school for any reason (illness/holidays)?

b. Does your child live with both parents as part of a family unit?

c. What is the most useful written language for the family?

d. Is your child used to talking about his/her feelings?

e. How do you let your child know when they have done something wrong?

f. How do you think a teacher should let your child know when have done something wrong?

g. What does your child usually eat for lunch?

h. What ambitions do you have for your child?

i. What does your child like to do with his/her free time?

j. What time does your child go to sleep of a school night?

k. What time do they wake up?

l. Other Information:

Appendix 3: EAL Entry and Exit Objectives
'Working Towards' Objectives as per National Curriculum Year Group Objectives

Reading
ORT Level

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Entry for 'Working Towards'	1	3	5	6	9	11
Exit for 'Working Towards'	3	5	7	8/9	11	13

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Entry for 'Working Towards'	RWI set 1 Blend CVC Simple retell Listen to class text	Phase 3 Blend/segment P3 Ans simple qs GR bk Fluently read aloud GR	Use P4 knowledge to decode words Read aloud GR Identify how a character might feel	Sometimes use decoding strategies to read and understand age appropriate books	Understand relationships between characters using evidence	To often use decoding strategies to read and understand age-appropriate books and begin to use expression (Year 3) To begin to look for 'clue' words in a sentence and make inferences. To begin to ask and answer 'who', 'when' and 'why' questions about a situation in a narrative.

Exit for 'Working Towards'	RWI set 1 and 2 Fluency with CVC Respond to class text	Begin to apply P5 knowledge to decode and blend Use expression when reading aloud Begin to use inference to answer questions	Improved comprehension and enjoyment in reading Find clues in sentences to make inference Improved fluency without overt blending	Frequently identify verbs which show how a character is feeling	Use a dictionary and thesaurus to understand context Frequently read and understand a range of age appropriate books	To often read with understanding a range of age-appropriate books accurately and fluently. (Year 4) To begin to understand the relationships between characters and explain how they know using evidence in the text.

Writing:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Entry	Name letter formation CVC words by sound finger spaces	Segment spoken words into phonemes and represent using P2 graphemes Spell P2 words and tricky words Legible handwriting Form all letters in capital and	CL . Join sentences with and Use any correct verb tense Attempt to describe a character Spell most of the 100 HFW	Always use CL . and ? Sometimes use subordinate conjunctions	CL . Simple present and past tense Basic conjunctions	To sometimes use the simple past (regular ed /ing verbs) Jump Jumped Jumping 3rd person present tense verbs 's' To know common irregular participles e.g. eaten,

		lower case Use CL, . finger spaces Orally compose a complete sentence and attempt to write it				seen, left, gone Use coordinating conjunctions and, but, so, or To use subordinating conjunctions when, if, because To ask questions using the present perfect tense
Exit	Speed set 1 and 2 Verbal sentence CL and .	Segment spoken words into phonemes and represent using P3 graphemes Use P3 graphemes and P4 consonant clusters to write words Spell P3 and some P4 words and tricky words Always legible handwriting Form all letters in capital and lower case Use CL, . and finger	Use ? ! and "" Join sentences with and, because, or and but Use past tense correctly Write a story with a clear beginning, middle and end Spell the first 200 HFW	Use ! Verbs in the correct tense Write about real events Write narrative about personal experience	Starting to use commas for clauses Beginning to use present perfect tense Correctly using all Year 3 punctuation objectives	To often use correct choice of suffixes ed and ing To spell common irregular past tense verbs Punctuate compound sentences. Recognise subject/verb/object To use subordinating conjunctions as, while when, beforeTo use the present perfect tense in direct speech

		spaces used correctly Orally compose a complete sentence with conjunctions Begin to use ? and ! for different sentence types				

Speaking and Listening

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Entry	Routine commands (sit, stop, line up) Classroom vocabulary (toilet, food, water, equip) Colours Numbers to 10	Listen and respond to instructions (with visual and action prompts) Maintain attention during whole class input and story time Use stand alone words as an attempt to make a sentence (toilet please)	Listen and respond to adults and peers Maintain attention and participate in collaborative conversations (possibly) Speak/ participate in discussions Speak/participate in role plays Speak/participate in presentations (possibly)	Listen and respond appropriate to their peers and adults Gain interest of listeners Select and use appropriate registers for effective communication	Understanding and answering simple commands Speak in simple full sentences to an audience LIsten and concentrate for at least 10 minutes	To listen to peers and adults To begin to ask relevant questions to extend their understanding and knowledge

Exit	Verbalise simple sentence Answer questions (wh only) Communicate with peers Communicate in different settings (patio, class, comedor etc)	Listen and respond appropriately with adults and peers Use strategies to build their vocabulary Compose full sentences Ask questions Include a verb in all sentences (tense may not be correct)	Ask relevant questions to extend their knowledge Use strategies to build their vocabulary Speak confidently and fluently in discussions, role play and presentations.	Ask relevant questions to extend their understanding Maintain attention and participate actively in collaborative conversations Speak audibly and fluently with an increased command of English	Can communicate and respond appropriately in most circumstances Understand humour	Listen and respond to adults and their pee To begin to ask relevant questions to extend their understanding and knowledge building on grammar and vocabulary

Appendix 4: Secondary EAL Teacher Job Specification

Job Purpose:
The successful candidate is expected to uphold the ethos and values of the British School Malaga, acting as an ambassador for the School. Working under the direction of the Head of EAL, the postholder will ensure that pupils, for whom English is an Additional Language, are appropriately supported in their mainstream content classes as well as in targeted EAL classes.

The EAL teacher may be asked to attend a number of mainstream classes with pupils, acting as a liaison between those classes and the EAL department. Additionally, the postholder will work with pupils one-on-one or in small groups in the EAL classroom to offer revision sessions and support targeted skills such as reading, writing, speaking and listening.

The EAL teacher will also be given administrative tasks to carry out when not with a class such as planning and preparing an EAL curriculum. The successful candidate will help to facilitate pupils' access to a broad and balanced curriculum and assist class teachers in providing a stimulating educational environment in which pupils can achieve their potential.

Overall Responsibilities:
- To provide an efficient and high level of support both academic and social/emotional to pupils for whom English is an additional language.

Academic support
- To teach reduced groups and/or one-to-one EAL students following an EAL programme.
- In liaison with the subject teachers and EAL department, provide targeted scaffolding to assist pupils, for whom English is an additional language, to comprehend and participate in mainstream classroom lessons..
- To provide practical support in the classroom to pupils who have recognised EAL learning needs, supporting them to achieve their potential.
- To support pupils with both literacy and numeracy skills.
- To support pupils to access the curriculum and co-curricular activities.

Social/Emotional support
- To establish and maintain relationships with individual pupils and groups of pupils.
- To promote the inclusion of pupils for whom English is an additional language.
- To promote pupils' social and emotional development.
- To contribute to the health and well-being of pupils.
- To support children, for whom English is an additional language, who may have competing additional support needs (behavioural, emotional, communicative etc.)
- To deal with the pastoral care needs of children where appropriate in line with the guidance of senior staff.

Administrative tasks
- Contribute to the planning and evaluation of learning activities.
- Observe and report on pupil performance.
- Complete written reports on progress in line with the school calendar.
- Attend Parents Meetings to inform parents of students' progress in EAL.

Desirable: Special consideration will be given to those candidates with a teaching qualification (PGCE, EAL).

Appendix 5: Secondary EAL Coordinator Job Specification

Overall Responsibilities: To provide an efficient and high level of support both academic and social/emotional to pupils for whom English is an additional language and liaise with the EAL teacher to make sure this is achieved.

Academic support:
- Liaise with Subject teachers and EAL teacher for smooth integration of student into mainstream classrooms.
- Continue adding to Resource hub
- Organise EAL intervention
- Inform Subject teachers about needs EAL students may have in their subjects.
- Carry out EAL Staff training
- Liaise with Primary EAL Coordinator for smooth transition of EAL Y6 students into Secondary.
- Support the EAL teacher with providing EAL students with all the necessary tools to work as independently as possible
- .Implement Assessment Criteria in line with secondary reporting system

- Monitor the progress of EAL students with a vision of enabling them to join mainstream classes
- Monitoring EAL support in classes (through learning visits)

Social/Emotional support:
- Check up on new students on a regular basis (welcome pack)
- Liaise with KS Coordinators and tutors to promote inclusion of EAL students
- Promote international mindedness through Ethics and organised events.

Administrative tasks:
- Oversee the placement testing
- Coordinate with Admissions and parents the language needs of new students.
- Line manage EAL teacher
- Inform administration monthly about EAL hours for the paid support programme.
- Support EAL teacher with parent Meetings and report writing.
- Attend middle leaders meeting as a representative of EAL.