



English Language Support Policy

Purpose

The purpose of this policy is to provide a clear guide for parents and staff in regard to the provision of additional English Language support to enable students joining the IBSB to access the curriculum. This policy applies to all students admitted to IBSB.

Overview

IBSB is an international school with students enrolling from many countries, including Romania. It is normal, therefore, that many students joining the school speak English as an additional language, and that there will be students enrolling who do not have the English language skills necessary to cope with the demands of the English National Curriculum and mainstream lessons taught entirely in English on their first day at school. For this reason, students entering IBSB need to first be assessed to determine if there is a need for additional English lessons, and for students joining the IGCSE and A Level programmes, whether they have the level of English needed to cope with the demands of the curriculum. Where a need has been identified, students will be provided with the support needed, as outlined in this policy, to enable them to have every opportunity to successfully integrate into school life and their mainstream classes.

Departmental Aims

- To assess students applying to study at IBSB in order to accurately determine their level of English proficiency
- To determine if additional English lessons are needed to enable them to become a part of student life at IBSB
- To determine if additional English lessons are needed to enable them to access the curriculum
- To determine if additional English lessons are needed to enable a student to meet the school's pupil achievement expectations
- To place students in need of additional English lessons in an appropriate EAL class
- Where a language need has been identified, to design a program to cater to that individual need
- To develop basic interpersonal communicative skills (BICS)
- To develop cognitive academic language proficiency (CALP)
- To teach in such a way as to motivate students to learn
- To provide a positive, supportive, learning environment
- To provide the basis for greater vocational opportunities and recreational fulfilment.

Objectives

- To ensure that we are able to supply the level of support needed for students, with the resources available, to make sufficient progress in their studies and to succeed academically within the IBSB curriculum. It must be noted that IBSB is not a language school and is only able to offer a maximum of five lessons of EAL per week
- To set in place a curriculum that caters to the different levels of English proficiency in each year group
- To ensure that planning takes into account the 12 strands of literacy for years Foundation through Year 6
- To ensure that planning caters to the four skills (reading, writing, speaking, and listening) and is differentiated
- To ensure that English grammar is covered properly, including the 12 tenses, syntax, and textual cohesion



- To teach appropriate meta language in order to better facilitate learning
- To undertake teacher observation to ensure the quality of teaching at least once per term
- To have teachers carry out at least one peer observation per year and complete an observation feedback form
- To ensure that EAL teachers provide regular feedback to the class teacher (Years 1-6) and Form Teachers and Subject Teachers (Years 7-13)
- Where resources permit, to provide the following support at each level:
 - Zero Beginner:** up to 10 hours per week (2 hour per day)
 - Elementary:** up to 5 hours per week (1 hours per day)
 - Pre-intermediate/Intermediate:** up to 3 hours per week
 - Upper intermediate:** up to 2 hours per week
- To provide small group support where possible (Maximum class size of 12)
- To support students to attain a comprehensible level of English
- To support Years 1 and 2 in achieving a pre-intermediate level of English proficiency
- To support Years 3 - 6 in achieving an intermediate level of English proficiency
- To support Year 7 to 9 in achieving upper-intermediate level of English proficiency
- To support Years 10-13 to achieve a pre-advanced level of English proficiency
- To provide on-going staff training in working with EAL students in mainstream classes
- Where teaching is deemed inadequate, teacher support and training will be available and regular evaluations carried out in order to ensure that good teaching practice is maintained.

Admissions Requirements

All students applying to enrol at IBSB will be required to complete the set of admissions tests, including the IBSB English Proficiency Test, and English test for reading and writing.

IBSB offers an open enrolment policy, which means we do not exclude students based on academic ability. We assess all students before they start and work to ensure that we have a programme in place to help each student progress in accordance with their current level and individual ability.

Foundation-Year 6

There is no minimum level of English required for students entering Foundation-Year 6. There is no discrete EAL programme in EYFS, English language skills are taught as part of the mainstream curriculum.

Years 7-8

There is no minimum level of English required for students entering Years 7 & 8.

Year 9

It is recommended that a student in Year 9 has a **minimum intermediate level of English** to ensure they are able to achieve some success in their studies to be well-placed to start the IGCSE programme in Y10.

Year 10

Students entering Years 10 will be required to have a **minimum upper-intermediate level of English** to ensure they have the minimum level of English required to be successful in their studies at IGCSE Level

Years 11-13

Students entering the final year of the IGCSE Programme in Y11 and the A Level Programme in Years 12 & 13 will be required to have a **minimum pre-advanced level of English** to ensure they have the minimum level of English required to be successful in their studies at IGCSE and A Level.



Where a pupil's level of English is below the required level indicated above, pupils will be required to go onto an EAL timetable.

Staff Referral

In addition to the Admissions Assessment, staff may refer a student for further EAL assessment where they feel that a student has a learning difficulty relating to their level of English. In this situation, a *Student Support Referral Form* should be completed and sent to the EAL Coordinator. A meeting will be arranged between the EAL Coordinator and the referring teacher and feedback offered post assessment in regard to whether additional English lessons are required in compliance with the school's EAL Policy. In some situations, additional support may be offered in the form of creating an independent study programme with supplementary materials to be administered by the mainstream English teacher, rather than placing the student onto an EAL timetable.

Timetabling

Where timetabled EAL lessons are required, they should be timetabled, if possible, during non-core subject time: English, Math, Science, and ICT. Elementary level students in the Secondary School and in Upper Primary School may be taken out of native English classes if it is considered that they will progress more in EAL classes. Elementary students should also be taken out of Humanities classes, if possible.

Wherever possible, Zero Beginner and Elementary students should also not be taken out of PE, Art, or Music, as these are subjects with minimal English language requirements.

Students below an intermediate level of English should be timetabled for EAL during MFL time, unless the student in question is already studying an MFL; in which case the student may continue with the MFL and be taken out of non-core subjects.

EAL Homework Policy

Primary School:	Years 1 & 2:	No homework to be given out
	Years 3 & 4:	Maximum of 20 minutes per week
	Years 5 & 6:	Maximum of 30 minutes per week
Secondary School	Years 7- 9:	Zero Beginner: maximum of 5 hours per week
		Elementary: maximum of 5 hours per week
		Pre-intermediate/Intermediate maximum 3 hours per week
	Upper-intermediate: maximum 2 hours per week	
Years 10-13:	Upper-intermediate: maximum 2 hours per week	

Primary School EAL homework to be set by EAL teacher and Maths + CC to be set by form teacher.

Where homework is not completed, parents should be informed in writing through school email, in line with school policy, with the Form Tutor, Key Stage Coordinator, Head of Pastoral Care, and SLT duly informed (should be CCed into the email)

Differentiation

We recognise the importance, in all areas of our planning and teaching, of catering for the needs of individual students, understanding that students work at different rates, in different ways, and may have different language backgrounds.



Accordingly, differentiation will be carried out by each teacher, who has the best knowledge of their class; in many cases differentiation is as simple as the choice of question aimed at a particular pupil, or extra support given to a pupil who needs it.

When using the class texts, there are a range of activities and additional resources which allow the teacher to cater to the specific needs of each student within their group. Extension tasks should always be available for students who finish tasks early, and to challenge more able students.

Teachers are responsible for utilising/creating appropriate resources for the level of each child.

Assessment & Evaluation

Formal Assessment

There will be a general English Proficiency Assessment at the start of the year and at the end of each term. Where it is deemed that a student would benefit from moving up to a more challenging class, or no longer needs EAL support, consultation with the class teacher (Years 1-6) or with the subject teachers at Key Stages 3-5 (years 7-10) will be carried out and parents informed accordingly.

EAL is also included in the annual formal reports to parents, in addition to the English comment.

Informal Assessment

The mainstream English teacher or form teacher may also recommend to the EAL Coordinator that a student returns to mainstream lessons, where it is deemed that additional EAL support is no longer needed. In this situation, a meeting should be arranged between the EAL Coordinator and the mainstream English teacher / form teacher to review evidence of student progress and level, to discuss the needs of the student, and to weigh the benefits of continuing with EAL versus returning to normal classes. If a decision of taking the student off the EAL timetable is made, the EAL Coordinator will then inform the mainstream teachers of the changes to the timetable. An Exit Form will be sent home, informing the parents of the decision and the reasons supporting it.

There will be on-going informal assessment throughout the year in the form of homework, regular class quizzes (including periodic unit tests for class texts) to check the student's knowledge of grammar and vocabulary covered, as well as general reading, writing, listening, and speaking levels. The EAL Coordinator will also perform teacher observations on a termly basis, to monitor the progress and the challenges of EAL students in mainstream lessons.

The EAL teacher should be in regular contact with the mainstream English teacher, with both staff aware of the targets of the EAL programme for that student, as well as the potential exit date for the student from the EAL programme.

Equal Opportunities

All students attending IBSB are entitled to have EAL lessons.

All students are given the same opportunities, irrespective of their abilities, gender, or race.

Teachers will plan lessons in such a way as to ensure that a sufficiently broad variety of language contexts is covered to cater to the interests of both boys and girls.



Parent Consultation

Parents of students requiring additional EAL support will be notified and informed of the number of hours the student will receive EAL and what classes the student will be taken out of in order to receive EAL support.

Parents will be notified as to the minimum expected length of time EAL support is likely to be required.

Parents will also be notified in writing when a student has successfully attained the minimum level of English required for his year group, and as such will no longer be required to come off timetable to have additional English lessons. This will be done using the Exit Form.

Parents will receive a letter at the end of each term, containing the main content points studied, the progress the student has made and the areas that require extra focus. Any changes of the EAL timetable, based on the end of student's current level of English, will also be mentioned in the letter.

Health & Safety

School and classroom rules apply at all times during EAL lessons.

EAL teachers should be informed about the school rules and health and safety procedures in regard to problematic situations arising, such as fire, earthquake, or any other situation that may place students at risk.

Students should be made aware of the school rules, health and safety procedures, and classroom expectations in regard to behaviour and these should be enforced by the classroom teacher to ensure a safe, enjoyable learning environment.

In times of a pandemic, staff and students will be required to follow the relevant safety protocols and procedures. To avoid face to face contact between year groups, the EAL timetable may need to be adjusted to support face to face teaching with groups confined to a single year group at one time or teaching lessons online, during periods of school closure and to enable classes with mixed year groups based on ability and the given needs of the students.

Related Policies

PS/SS Curriculum Policy
WS Admissions Policy
WS Differentiation Policy
WS DEEI Policy
WS SEND Policy

Document Control	
Draft Issued	AUG 2025
Author	Ioana Cojocaru
Draft Approval	Kendall Peet Head Teacher
Signed off by	SLT
Review Date	AUG 2028
Review cycle	3 years