BRIGHT LEARNERS

PRIVATE SCHOOL

ENGLISH AS AN ADDITIONAL

LANGUAGE (EAL) POLICY

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Reviewed by	Principal

EAL Policy

1. Introduction

English as an Additional Language (EAL) is a term that encompasses students whose primary language at home is not English. These students may vary from those just beginning to learn English with minimal speaking confidence to bilingual learners who require little to no support. In our EAL department at Bright Learners Private School, we are committed to providing the necessary assistance to students who do not have English as their first language or whose limited English proficiency hinders their communication with peers and staff, as well as their access to the curriculum. Students of diverse language backgrounds join us at various points throughout their academic journey.

2. Vision

We envision the English as an Additional Language department as a beacon of inclusivity, where language barriers are transformed into bridges. Through innovative instruction and collaborative partnerships, we aspire to nurture confident, globally-minded learners who effortlessly navigate academic, social, and cultural dimensions through a multilingual approach.

3. Mission

Our newly established English as an Additional Language department at BLPS is dedicated to empowering multilingual success. We provide tailored language support, fostering linguistic proficiency, cross-cultural understanding, and academic integration. Our mission is to enable students to thrive in an inclusive and diverse learning community.

4. Definition and Objectives

English as an Additional Language (EAL) refers to students whose primary language at home is not English and/or whose limited English proficiency impedes effective communication with their peers and staff, hindering their access to the Common Core Curriculum.

Our EAL policy aims to:

- Identify and assess language needs promptly.

- Continuously monitor the progress of all students receiving support.
- Facilitate access to the curriculum through differentiated planning and modification by class teachers and EAL specialists.
- Provide classroom teachers with valuable information such as Individual Learning Plans (ILP) targets, language levels, and general support, enabling them to confidently meet the needs of their EAL students.
- Promote confidence among EAL students.
- Empower students to transition out of the EAL program and become independent learners.
- Ensure that parents and teachers of our language learners are well-informed and understand the targets the students are working towards.
- Provide support to the families of our language learners.
- Advocate for the importance of multilingualism and the preservation of one's mother tongue in today's society.

5. Identification and Enrollment

All newly enrolled students will be assessed upon entry through a MAP screener. Any student with an English language deficit will be identified to the EAL Department and further assessments will then take place to clarify language needs and provision required.

Students are identified in various ways:

- Admissions and parents: On admission to school, parents disclose the need for language support upon enrollment. This is the preferred method of referral as it ensures the student receives early intervention support. The Admissions Home Language survey is given to KG2-6 enrolled families and is required when a student's MAP screener results in Reading/Language are not showing grade-level English proficiency.

Admissions Home Language Parent Survey: https://forms.gle/ZhiYCEaF1aFihfbs9

Data Utilization:

The identification of EAL learners involves a comprehensive assessment process, integrating multiple sources of data, including MAP, CAT4, internal assessments, and observations. Initially, MAP data serves as an initial EAL student identifier. For students entering Grade 1 and beyond, a CAT4 test is mandatory, conducted by the admissions team prior to making an offer of admission. These assessments play a crucial role in determining whether a student requires language support.

Additionally, the WIDA Model Assessment and Screener are instrumental tools for both screening and continuously monitoring the progress and development of students identified as needing additional language support. These assessments guide the decision to include students in the EAL Department for specialized support.

The school has a rigorous admissions screening process inclusive of entry assessments, interviews, surveys, and observations. However, in rare circumstances, a student may not be identified until after school has started. In this case, a student can be identified by:

- Teacher referrals: Once a student has settled into class and becomes more comfortable, it may become evident that the student requires support due to a language barrier through diagnostic testing and observations. In this case, the class teacher will refer the student and a language test will be given **at the earliest possible time** by the EAL specialist to determine the level and need of support.

- Students refer themselves: Students refer themselves as they are curious about what their language level is, or they would like to enroll in some of our advanced language programs.

EAL Department Home Language survey and parent letter is sent to KG2-6 enrolled families and is required for follow up on identification of EAL student who is currently enrolled at Bright Learners Private School.

EAL Department Home Language Survey: https://forms.gle/SnEFLTS6FVKDEmKM8

6. Assessment

A student's level and allocated support are determined by the completion of the MAP test, and either the HMH Growth Measure or the Into Early Literacy assessment. These tests provide reports which allow us to provide the most targeted and beneficial support possible and to allocate the necessary support.

7. Accommodations

EAL students will receive the necessary accommodations during examinations. This might include but is not limited to
- the use of bilingual dictionaries
- additional time

- modified questions/exams to support access
- one-to-one scribe

Accommodations will all be approved by the EAL Lead and relevant staff.

8. Provision

After students have been identified and tested to determine their language level, different levels and types of support are arranged. Supporting EAL learners of all levels is the responsibility of EAL teachers and classroom teachers alike; therefore, regular meetings need to take place between staff.

A variety of support methods are in place, including:

- An induction program for students new to English.
- A buddy program.
- Small group sessions.
- In-class/online support.
- Test support.
- Differentiated learning/teaching in classrooms.
- Access to supportive technology specific to support language development.
- Extracurricular activities.
- WIDA Access IXL Skills Plan

EAL support is provided at various levels to cater to the diverse needs of our students:

Tier 1: Quality Provision for All

- Some EAL students, who do not require additional support outside the classroom, will benefit from differentiated materials and lessons offered by subject specialist teachers and class teachers.
- This approach includes providing vocabulary lists when introducing new topics and using visual displays to illustrate keywords and phrases.
- Teachers take into account students' language backgrounds and cultural diversity, ensuring these aspects are incorporated into the learning environment.
- The students in this tier typically exhibit MAP Reading/Language scores in the HiAvg/Avg range.

Tier 2: In-Class Support

- In this tier, EAL students receive in-class support during their English lessons.
- They are either referred by subject specialist teachers, class teachers, or identified as needing additional assistance by the EAL department.
- The EAL team collaborates with the teaching staff to work with small groups within the class, focusing on grammar, vocabulary, comprehension, reading, and spelling.
- Student progress is closely monitored by the class teacher, with input from the EAL department.
- In cases where there are multiple classes in a year group, EAL students may be grouped together for specific lessons, enhancing efficiency across the department.
- Students in this tier generally demonstrate MAP Reading/Language scores in the Avg/LowAvg range.

Tier 3: Small Group/One-to-One Intervention

- The majority of EAL students receive support in small groups or through one-to-one sessions, targeting various aspects such as grammar, writing, speaking, listening, and phonics.
- Some students may opt for this support in place of learning a third language, particularly in Grades 4-5.
- Parents are informed before this support is offered, and an individualized program is designed for each student.
- The number of lessons provided each week varies based on individual needs.
- EAL students in this tier typically demonstrate MAP Reading/Language scores in the Low/LowAvg range.

Our support strategies are aligned with individual needs, encompassing a variety of resources, vocabulary and foundational language development, and specialized instruction. While support is largely determined by a student's language level, we understand that learning is a dynamic process, and each student is unique. As such, we remain adaptable and flexible to ensure that each student receives the most beneficial support during their time in school. We may increase, decrease, or adapt the support offered to meet their evolving needs.

In terms of Special Educational Needs & Disability (SEND) and Gifted & Talented (G&T) students, EAL students have equal access to the school's provisions that are additional to and different from EAL support. While EAL students are not classified as pupils of determination, should SEND and/or G&T needs be identified, they are entitled to the school's tailored support services.

9. Conclusion

Bright Learners Private School is committed to fostering a nurturing and diverse educational environment where EAL students can thrive academically and personally. This policy will be reviewed annually to ensure its alignment with our evolving educational goals and values.

Prepared/Revised By: English Lead	
Signature: Charnese Green	**Date: 23.08.23**

Approved and Authorised By: English Department **Designation: Principal**	
Signature: Principal	**Date: 23.08.23**