



HAMILTON
International School

EAL
POLICY
23-24 AY

Vision

**Igniting
passi♥n, purp🎯se
and p🗝ential**

Mission

Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.

Our Core Values



***I am
getting better***



***emotionally
intelligent***



respectful



collaborator



resilient



communicator



global citizen

Definition of Learning

Learning at Hamilton is the purposeful, personalized process we undertake to help us get better to succeed in school and beyond as a lifelong learner.

Document Control Table

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To be Reviewed		August 2024
Linked Documents and Policies		
Version	Date	Comments

What is EAL

EAL (English as an Additional Language) is the term used to describe students who speak a language other than English as their home language. EAL provision is available to **students** whose first language is not English and who need additional language support to fulfil their potential. Language and literacy skills are correlated but acquisition of each requires different skills, teaching and learning experiences.

Aim

As an inclusive school, everyone in the school is therefore responsible for helping our students who are New to English as they progress at very different rates according to their educational background and the effectiveness of the support they receive. Through a collective whole school, inclusive approach, we provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate. The goal of the EAL programme is to proactively remove barriers that stand in the way of our EAL students to help students reach a level of English proficiency where they can successfully access their mainstream classes in English alongside their peers. To help EAL students to become confident and fluent in speaking and listening, reading and writing in English at appropriate age and developmental levels in order to be able to fulfil their academic potential. To implement school-wide strategies to ensure that EAL students are supported in taking part in all activities.

Role of EAL teacher

EAL Teachers will maintain and monitor accurate assessment data. The EAL teacher will liaise with class teachers on issues of planning, assessment and teaching strategies. The EAL teacher will support staff, where necessary, in the teaching of EAL students and will be able to direct teachers to appropriate resources. EAL teachers will maintain communication with parents of EAL students, answer questions and provide progress reports.

Role of class teacher

Teachers will, with guidance of EAL department, implement strategies to support English language development and support curriculum access, and this will be recorded on weekly plans. Classroom teachers have responsibility for ensuring that students can participate in lessons. Teachers accommodate EAL department to ensure EAL students can avail of additional EAL sessions. Teachers will monitor students' progress at regular intervals and keep up to date observation records.

EAL referral process

We understand that transitioning to a new school can be a period of adjustment for students, and when this transition involves moving to a country where the language is unfamiliar, it adds an extra layer of adaptation. These students require special attention and consideration. A referral process is in place to identify and support students with unique language needs.

In the process of referring, we have two pathways. The first begins during the admission process and mirrors the grade level assessment and interview procedures. After a member of the academic team evaluates students upon admission, the EAL specialist conducts a more detailed assessment for comprehensive EAL results. This ensures a thorough understanding of the student's language needs.

The second pathway is initiated by class teachers during the academic year. Teachers are required to complete a comprehensive checklist covering the four language skills: reading, writing, listening, and speaking. This checklist provides an initial recorded insight into the student's language abilities. Subsequently, the EAL teacher visits the class to observe, and the student is referred then to the EAL department for a baseline language proficiency assessment, allowing them to determine the level of support required. This observation also includes an observation of the teacher's implementation of strategies. This collaborative approach ensures a holistic understanding of the student's language proficiency.

At Hamilton International School, we take pride in creating a multilingual environment that is welcoming to all. Class teachers actively participate in the referral process, observing and recording students in class. Parents are kept informed throughout this process, with the class teacher contacting them to communicate the referral to the EAL department.

It's essential to note that referrals do not automatically lead to instant placement in an EAL program. Instead, they mark the beginning of a supportive process aimed at addressing the unique linguistic needs of each student. This thorough process is designed to determine the genuine need for EAL support, ensuring that resources are allocated where they are most beneficial.

Language Assessment

After a referral to the EAL department, the EAL department will contact the parents to inform that an EAL baseline assessment will be conducted. A digital computer-based language proficiency assessment will be administered and language proficiency band allocated ranging from band A (new to English) to Band E (fluent) linked to The Bell Foundation framework. EAL department will share assessment information with the class teacher. Assessment information is used to inform teaching and planning and ensure an appropriate support program is offered. An appropriate support program is offered based on a given criteria. Parents will be contacted to inform of support that can be offered. Students who are at a higher need will receive the most support. All students whose language proficiency is below Band E (Fluent) will be placed on the EAL register. Assessments will be repeated termly to monitor and track progress.

Criteria and levels of EAL support program

Learners of EAL make the best progress within a whole school context where students are educated with their peers, although additional more focused support is offered to those who most require it. Therefore, at the Hamilton International School, we offer several programmes of support.

Level 1:

In class support- students not requiring additional support outside the classroom (Proficiency band C-developing competence), will be placed on EAL register and will continue to be supported by class teacher through in class differentiation and advice of the EAL teacher. Class teachers will continue to monitor language proficiency progress. Students who are placed on the EAL register will be invited to attend an EAL ECA club. Students will also be provided with individual login details to access a digital language platform at home and in school.

Level 2:

Only available from KG2 upwards. Level 2 support is offered to students of most need. Level 2 support is small group individualised language sessions. Level 2 support is split in to 3 levels, Red, Amber and Green. The most intensive support is offered to students in most need.

Level 2 support options:

	Red (Intensive)	Amber	Green
Who can avail?	KG2- Band A only (a in all 4 skills areas) G3-Band A/B in 2 or more skills) G4-G8-Band A/B (<B in 2 or more subskills G9- G11 Bands B(in 2 or more skills) /C in 2 or less)	KG2-G3- Band A/B G4-G8- Band C G9 -G11 Banc C/D	KG2-G3- N/A G4-G11 High B (≥ in 3 more subskills)
What support is offered?	<ul style="list-style-type: none"> • 5 additional small group English language support sessions • 5 Push-in support-focused on specific language targets-resourced by EAL department • Regular assessment • Weekly home learning packs • Individual Language plans • Avail of access arrangements during assessments/ exams • Offer to attend EAL ECA club • Individual access to Digital Language Platform (Flash Academy, Learning Village) 	<ul style="list-style-type: none"> • 3 additional small group English language support <i>(number of lessons offered/ week varies depending on need.)</i> • Regular assessment • Group Language plan • Offer to attend EAL ECA club • Individual Access to Digital language Platform (Flash Academy, Learning Village) 	<ul style="list-style-type: none"> • Push in support small group support within class EAL/TA. • 2 Booster sessions where appropriate • Regular assessment • Group language plan • Offer to attend EAL ECA club • Individual Access to Digital language platform (Flash Academy, Learning Village)

To ensure that students do not miss learning in core subjects, pull out support sessions will be, where possible, timetabled during specialist subjects, IPC and Arabic/ Islamic lessons (for non- Arabic speakers). Pull out support session should be in addition to core English lessons. Students who are on the EAL register and deemed as requiring level 2 support arrangements can opt out of attending language lessons (French and Spanish).

Home school Links

The importance of home/school links cannot be underestimated. Parents are encouraged to engage in regular communication with the EAL department. Parents will be informed of EAL progress through School reports and will have the opportunity to meet with The EAL teacher during Parent- teacher conferences.




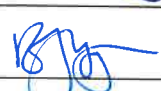
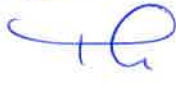
Access arrangements

Students who avail of intensive EAL support have the right to access arrangements when sitting exams and assessment. Access arrangements made available will be used which best supports needs of student.

- Bilingual dictionary
- Examination reading pen
- Prompter
- Read Aloud
- Supervised rest breaks
- 25% extra time
- Scribe

EAL coordinator will decide the suitable access arrangement on case-by-case basis.

Reviewed and approved by

Name	Position	Signature	Date
Terry Senter	CEO/Principal		August 23
IAN RINALDI	HEAD OF PRIMARY		August 23
Breegeen Doherty	HEAD OF INCLUSION		August '23
Rebecca Gough	Head of Secondary		August '23
Thouraya Bours	Head of Quality Assurance & Compliance		Aug. 23