

DWIGHT SCHOOL LONDON

Igniting the spark of genius in every child

PERSONALISED LEARNING • COMMUNITY • GLOBAL VISION

English as an Additional Language (EAL) Parent and Student Handbook



2017-2018

English as an Additional Language (EAL)

The EAL Programme has the following primary goals:

To help students communicate and express themselves in various social and academic contexts so that they are able to engage successfully when learning through the IB programmes. Collaborative learning and student-centred inquiry are key elements in all IB programmes, from IB PYP through to IB MYP and IB DP.

To encourage students to develop effective literacy habits and approaches to learning in English. These 'approaches to learning' (ATL) strategies aim to optimise language learning; transfer across languages and develop the required higher-order thinking skills vital for success in an IB education such as critical literacy, analytical thinking, reflection and problem-solving through inquiry.

To support work across the subjects by developing a comprehensive understanding of linguistic and literary texts. Students need to access a variety of texts for information as well as communication. The learning of text conventions, accurate grammatical usage; academic vocabulary and research skills, as well as developing spoken, written and visual communication, are central to learning how to process and produce texts in all subject areas.

Placement and Progress

- How will my child be assessed on entry to the school?
- How will the EAL provision be decided?
- Which English level will my child need in order to 'exit' the EAL programme?

LANGUAGE LEVELS

The following, broad language levels refer to the IB MYP Language Acquisition levels and are assigned to students as they acquire English through their schooling:

Language Acquisition phases and holistic language descriptors from IB MYP Language Acquisition	
Phase 6	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.
Phase 5 (EXIT M4 & 5)	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.

Phase 4 (EXIT PYP, M1-3)	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.
Phase 3	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.
Phase 2	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.
Phase 1	Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.

PROCESS for NEW STUDENTS

Step 1

On arrival, EAL teachers. In liaison with subject teachers, work with new students for up to 3 weeks to assess their needs, run further language testing and monitor the transition time. Students are assigned a phase on entry with phases starting at 1 for emergent communicator and increasing to 6, proficient communicator.

Minimum entry levels and guides to EAL need are shown in the chart below:

	On entry, after 3 weeks, the student shows he/she is working at:				
Class	Phase 1 or 2	Phase 3	Phase 4	Phase 5	Phase 6
P3-5 & M1 - M3	Requires compulsory EAL	Requires compulsory EAL	Meets level/exit (monitored) EAL not required	Meets level/exit (monitored) EAL not required	Meets level EAL not required
M4 -M5	Requires compulsory EAL	Requires compulsory EAL	Requires compulsory EAL	Meets level/exit (monitored) EAL not required	Meets level EAL not required
D1	N/A	N/A	Individual case review	M5 or individualised	Meets level EAL not required

Step 2

After 3 weeks, a formal recommendation is made for the student's level of provision. Along with this recommendation, the student discusses their own needs and goals and a confirmation letter is sent inviting further questions from the family.

Step 3

Once families confirm the provision plan, it is passed to secondary departments for final timetabling and finance for invoicing. Language profile data is recorded and a planned pathway for the student is recorded in their language profile.

Duration of EAL Provision

In multilingual education, it is now widely accepted that it takes on average 5 to 7 years for learners new to a language to function at the academic level of a 'native speaker' and around 2 years to achieve conversational fluency. In the school setting, with academically demanding tasks across a variety of subjects, students work hard to understand and follow lessons taught in English. As learning is not only linguistic, but also content based, and many students aim to complete their further studies in English, laying the foundation of both social and academic English is vital.

The EAL programmes at Dwight work closely with subject teachers and curricula often pre-teaching and supporting classroom learning directly. This approach allows students to follow learning objectives to a greater degree and experience more success in subjects. Along with core language skills, EAL teachers highlight approaches specific to IB programmes, often allowing EAL students to 'practise' and hone skills they can use in subject classes such as questioning, critical thinking and reflection.

This table shows the anticipated EAL programme and length of time that your child may expect to be in the EAL programme:

	Entering at Phase 1 or 2 - All years	Entering at Phase 3 or 4 for M4 & M5 Entering at Phase 3 for P3-5 or M1-3	Entering at Phase 4, 5 or 6 for M1-M3 Entering at Phase 5 or 6 for M4-M5
Required until exit level met	EAL INTENSIVE (1 year minimum) EAL DEVELOPING (1-2 years)	EAL DEVELOPING (1 -2 years)	EAL MONITORING only (as personalised learning)
Optional	EAL EXTENSION MODULES* - Presentation Skills, Literary Study, Grammar Focus, Advanced Academic Writing, Phonics, Foundation Sciences/Social Studies/Maths, Pronunciation, Media Available on Termly or Yearly Basis for any year level		

It should be noted that a number of significant factors will impact the rate of progression that each student will make, including:

- Other languages taken at school
- Academic learning background and personal motivation
- First language or mother tongue literacy level
- Previous experience of learning other languages
- Extent of exposure or immersion in English

There is an additional fee structure for the following courses:

EAL INTENSIVE, EAL DEVELOPING and EAL EXTENSION MODULES

Student Language Portfolio

The school compiles and maintains a portfolio of data to inform the monitoring and provision for each student.

Initial work samples, school reports and tests are kept from the admissions stage to guide initial placement. Over time, more work samples, self-checklists and evidence of progress is added by teachers and the student. This portfolio of work and the stages are visible to the student and family.

Once the student consistently works to either a **CAPABLE** (for PYP years and M1 to M3/4) or **PROFICIENT** (for M5) COMMUNICATOR level they will exit the EAL programme and receive EAL MONITORING. Families are notified of this one term before exit.

For P3 - P5 appropriate to year and M1to M3	For M4, M5
<p>Capable communicators understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.</p> <p>From IBMYP Phase 5 equivalent to B2 and FCE Equivalent to Phase 4 in PYP Language scope & sequence</p>	<p>Proficient communicators analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.</p> <p>From IBMYP Phase 5 equivalent to C1 and FCE Phase 5 in PYP Language scope & sequence</p>

Reporting Progress

The EAL department regularly reviews provision timetables, depending on student need and prepares an EAL STUDENT UPDATE which is emailed to families on a termly basis, in addition to the regular school reporting.

EAL Planning & Course Delivery

Delivery of the provision will be structured to support the student's individual timetable and needs combining in-class, small group and individualised support. The EAL curriculum, course and assessment will be informed by various guiding curricula, depending on the course specification and focus, as outlined in the table below:

<ul style="list-style-type: none"> • IB Language Continuum (educational principles, pathways and continuum) • IBATL - Approaches to Learning (Skill groups: Communication, Self-Management, Thinking, Research, Collaboration) • IB Learner Profile 				
Language Domains	INTENSIVE	DEVELOPING	EXTENSION	MONITORING
Basic Interpersonal Communication Skills (BICS)	FOCUS			N/A
Cognitive Academic Language Proficiency (CALP)	BEGINNING	FOCUS (all subjects)	ADVANCED/ FOUNDATION PER SUBJECT	
Speaking & Listening	BEGINNING	DEVELOPING	ADVANCED	
Reading skills		DEVELOPING		
Writing skills				
Viewing & Interpreting				
Language structures & grammar				DEVELOPING
Critical Literacy		BEGINNING	DEVELOPING	
Literary Analysis			DEVELOPING	

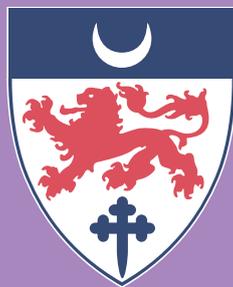
The EAL Programme draws upon, and is guided by a number of curriculum sources and further details of each syllabus are available on request.

Main curriculum references and sources are:

Language Domain	Curriculum reference
In all areas IB Programme frameworks (for PYP, MYP and DP) guide learning objectives and indicators. In addition for:	
Specific stages describing EAL learners	-AusVels ESL stages (indicators & syllabus) -The Learning Village (software)
Vocabulary-building	-DWIGHT subject courses -Berkeley United District -The Learning Village software
Grammar sequence, linguistic competence and discrete skills-building	-Cambridge Examination suite for EFL learners -Trinity GESE for speaking -English in Mind (textbook series)
Developing reading / literacy behaviours	-Fountas-Pinnel reading behaviours
Critical literacy & Approaches to Learning	Dwight syllabus and RELA standards

This table summarises the EAL entry, exit and equivalency of the phase progression.

Emergent communicator No MINIMUM preferred entry for P1- 5 or M1-M3 Phase 4 EXIT level from EAL for P1-5 or M1-M3		Capable communicator No MINIMUM Phase entry for P1-5? Phase 2 MINIMUM preferred entry for M3 & M4 Phase 4 EXIT level from EAL for M1-M3		Proficient communicator Phase 5 MINIMUM required for M5 or DP Entry. Phase 5 EXIT for M4 & 5 from EAL	
Expected EAL provision*: EAL INTENSIVE (1 year) EAL DEVELOPING (1-2 years)		Expected EAL provision*: EAL DEVELOPING (1 -2 years)		Expected EAL provision* EAL MONITORING only (as personalised learning)	
OPTIONAL: EAL EXTENSION (Termly) Presentation Skills, Literary Study, Grammar Focus, Advanced Academic Writing, Phonics, Foundation Sciences/Social Studies/Maths, Pronunciation, Media or EAL EXTENSION (Yearly-3 modules of choice)					
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Broad Equivalency CEFR A1 Cambridge Starters/Movers AusVels ESL stage 1 EIKEN 3&4&5	Broad Equivalency CEFR A2 Cambridge KET/Flyers AusVels ESL stage 2 EIKEN Pre-2 &3+	Broad Equivalency CEFR B1 Cambridge PET AusVels ESL stage 3 EIKEN 2 & 2A	Broad Equivalency CEFR B2 Cambridge FCE AusVels ESL stage 4 EIKEN Pre 1 & 2A IELTS 5.5 TOEFL 87 above	Broad Equivalency CEFR C1 Cambridge CAE AusVels n/a EIKEN 1 IELTS 6.5 TOEFL 110	Broad Equivalency CEFR C2 Cambridge CPE Aus Vels ESL n/a EIKEN n/a IELTS 7 TOEFL 110



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