



Secondary EAL

The aim: To support EAL students in their English language development in a manner that would allow them to participate in English language classrooms. To facilitate their understanding of English texts and subject-specific vocabulary so as to gain fuller access to the curriculum and build their confidence with spoken fluency and writing of appropriate texts.

The provision at MYP level

Student intake

- Standardised admissions tests and writing tests are administered by the admissions department to all prospective students. Any tests not conducted in-person will have a short spoken interaction with a member of the EAL staff.
- These are reviewed and students falling in the A2-B1 ranges are referred to the EAL department and/or the SENCO for a placement decision.
- EAL students are set on specific CEFR levels placement test results.
- To gain admission into BBIS without EAL, Secondary students should be at CEFR B2.2. If they are below this level they may be a candidate for admission with EAL.
- However, newly admitted students need to be at baseline level of English to access the EAL program. The recommended minimum levels are as follows:

MYP1- A2.2 (scoring at least 32 points in the Oxford placement test)

MYP2- B1.1 (scoring at least 42 points in the Oxford placement test)

MYP3- B1.2 (scoring at least 52 points in the Oxford placement test)

MYP4- B2.1 (scoring at least 62 points in the Oxford placement test)

MYP5- B2.1 (scoring at least 62 points in the Oxford placement test)

Further assessment (in spoken and written forms) may be undertaken to establish English proficiency.



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Program Delivery

- EAL lessons take place in teaching slots parallel to Language and Literature and Language Acquisition. Newly accepted students will attend 10 hours of EAL lessons over 2 weeks in term 1. Based on progress made during lessons and feedback from subject teachers, there may be semi or complete exits from EAL. A semi exit means that they can start to attend Language and Literature or Language acquisition (German/Spanish) but will continue to attend 5 hours of EAL lessons over 2 weeks. For more information about assessment and exits, please refer to the relevant section below.
- Students will receive intensive language instruction and weekly support with subject assignments.
- Students may receive push-in support, targeted pull-out support, and additional suitable interventions.
- As a part of induction, newly admitted students will be paired with an EAL 'buddy' to help orient them to school life and routines. This buddy will, where possible, share a common language with the new student.
- Students and parents will be given access to an EAL handbook to orient them to key course information.

Student background data

EAL parents will provide information regarding their child's language and learning background. This information will be kept on file and will be accessible to relevant staff.

Teaching Materials

Students will be taught using a combination of materials including dedicated coursebooks and supplementary materials.

Support for subject teachers

The EAL department will make relevant strategies, resources and PD opportunities available to subject teachers.

Teachers will be able to consult with the EAL department regarding materials and assessment to meet the needs of EAL students in the classroom.

Teachers can also relay any needs that they anticipate or notice for the EAL

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students in your lessons by filling out the form below.

<https://forms.gle/stN4rjiCcvcHGAa66>

EAL Referral

Subject teachers can refer students to the EAL department by filling a copy of the referral form.  [EAL Master_Referral form- please make a copy](#)

Assessment and Progress

Types of assessment

After a unit of teaching the teacher will conduct informal formative assessment (FA). Based on feedback and remedial work on FA, a summative assessment (SA) will take place.

At the end of each half-term, there will be an end-of-term assessment which will allow students to improve their final grade.

Assessment will be conducted through various tools such as:




- Pen and paper quizzes
- Game-based online quizzes
- Projects (including presentations, extended writing tasks, creating videos, podcasts)

Final Term Grade: The average SA score will indicate the overall Term grade. Engagement and effort in classroom activities will also be assessed and scored and kept a record of.

Students accessing EAL once-a-week will be assessed based on their achievement in course subjects, reflective conversation and based on feedback from teachers.

Tracking and reporting progress

Each student will have a progress tracker.

-  [EAL-Assessment-Tracker-Master Template Secondary.xlsx](#)
-  [EAL-Assessment-Framework-Secondary-Descriptors-FINAL-1.pdf](#)
-  [EAL-Assessment-Framework---A-Guide-for-International-Users.pdf](#)

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There will be an initial assessment, in the first 3 weeks of term. EAL students will be placed between Band A to E. This initial assessment will be revisited termly and a report made available to parents, upon request or at a PTC.



Termly reports will be informed by formative assessment and/or summative assessment. A record of assessment scores will also be maintained by the teacher.

[x record of test and assignment progress template.xlsx](#)

If a student scores below 60% in 3 assessed tasks in a term or misses more than 1 project/writing submission, is frequently unprepared for projects, or repeatedly displays academic dishonesty or lack of effort, a parent - teacher conversation for raising achievement will be initiated and further interventions will be agreed upon.

Conditions for exit

For a student to be completely mainstreamed, the target band is Band E. Exceptions may be made if a student has been assessed as Band E in most areas but remains at Band D in a few.

If an EAL student scores over 80% in 3 assessments, presents high levels of project work and engagement, he/she is put on a watchlist for semi/whole exit.

This will be followed by consultation with subject teachers, students and parents. Any further interventions will be discussed.

Semi or whole exits can only take place at the end of term 1 and in exceptional circumstances after term 2. Students cannot exit in the middle of term.

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