RUGBY SCHOOL
THAILAND

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

THE WHOLE PERSON THE WHOLE POINT

The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the pupils, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.

Version Control

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This policy relates to:	Child Protection & Safeguarding Policy Admissions Policy Teaching and Learning Policy Equal Opportunities Policy
Responsible Department(s):	Andy Nicolaou - Co-ordinator of EAL Heads of School & Principal
Other standards:	
Legislation or other requirements:	We are guided by UK and Thai legislative acts on copyright, data protection and Freedom of Information legislation. These include the Safeguarding Vulnerable Groups Act 2006 (UK), the Malicious Communications Act 1988 (UK), Child Protection Act 2003 (Thailand), PDPA 2020 (Thailand) and other legislation.

Review process

Policy review frequency: Annually	Responsibility for review: Co-ordinator of EAL
Review process: Andy Nicolaou to conduct policy review. Modification will be made where appropriate. Submit for review and approval by the Education sub-committee.	
Documentation and communication: Document decision changes will be written in as addition and approved by Governors. There will be an update on the Version Number of the Document.	

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1. RATIONALE

1.1. The UK Department for Education defines speakers of English as an Additional Language (EAL) as 'anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community.' Rugby School Thailand is a British international school where lessons are conducted in English and where most students are bilingual or multilingual and speak English as an additional language. Many students have a high level of proficiency in English but some students are new to English and require targeted instruction to be successful when learning in English.

2. AIMS

2.1. The main aim is for all EAL pupils to become confident in listening, speaking, reading and writing so that they are able to participate in the academic curriculum and operate effectively in English within an academic setting. We aim to enable all students to:

- develop the four skills: reading, writing, speaking and listening;
- acquire the academic vocabulary required to achieve success in a range of academic disciplines;
- achieve a competency in English to participate fully in all areas of school life: academic, social, cultural and spiritual.
- be prepared to sit either the IGCSE English as a Second Language, IGCSE English First Language and/or IELTS;

2.2. This is achieved through the provision of targeted language instruction by EAL specialist teachers, who collaborate with subject teachers across the curriculum to enable pupils to acquire general English and the academic language needed within their subject areas.

3. KEY PRINCIPLES

Language Acquisition

3.1. Our EAL students are at different stages of acquiring English. At RST we aim to identify where they are in the acquisition process and target instruction to develop language systems and skills at the appropriate level. We aim to provide comprehensible input just above the current level of the student (Krashen's i+1).

Multilingualism and literacy

3.2. We know that multilingual learners transfer skills and knowledge from their home language to help them learn second and subsequent languages. This includes knowledge of vocabulary, literacy and phonics, subject-specific understandings and cognitive skills. At RST all teachers are trained to encourage this process of positive transfer by valuing the knowledge students bring to the classroom and using translanguaging to facilitate learning.

4. ASSESSMENT OF ENGLISH

4.1. Knowledge of English is key to success in our programmes. Rugby School Thaila provides additional English language pathways to multilingual students at each stage. English as an Additional Language (EAL) instructi is available throughout the school. Places are limited and

will be allocated by the Head of School based on evidence gathered during the admissions process. See Appendix for English language requirements and pathways.

Pre-Prep School

4.2. Children are interviewed by the Head of Pre-Prep. During this process a child's level of spoken English and Phonics Phase is ascertained.

4.3. Children in Years 1 & 2 complete short written tasks, in which they write sentences about a picture and a word for objects in a particular picture.

4.4. At entry assessment children may be offered a place with either Intensive English (IE) or EAL as part of the package. This would be because their English level fell below the expected for their age. If a child could not cope with the day-to-day language of the classroom, they would be put into the IE programme. If they fell behind their expected reading/writing/phonics level, then a place would be offered on condition of EAL support.

4.5. The child's offer letter states the level of support the child is likely to require and the cost of the IE or EAL support lessons.

Prep School

4.6. All students take the InCAS or MidYIS baseline tests.

4.7. Students whose scores indicate a low score in the vocabulary and proof-reading section of MidYIS and reading and spelling section of InCAS are noted as potential EAL learners.

4.8. Those identified as acceptable for entry but in need of English support are accepted on a conditional basis and agree to receive EAL classes.

4.9. The student's offer letter states that they are likely to require additional EAL support and that there will be a cost for this service.

Senior School

4.10. All students take CAT4 and are interviewed in English when they apply to join the school.

4.11. Students whose scores indicate difficulty in the verbal reasoning battery of CAT 4 sit an EAL test. This consists of an extended writing task and the Clarity Dynamic Placement Test (DPT)

4.12. Those identified as acceptable for entry but in need of English support are accepted on a conditional basis and have to agree to receive EAL classes.

4.13. The student's offer letter details the level of support the student is likely to require and the cost of this service.

4.14. Each applicant is reviewed individually, with those whose English is deemed too weak for their level of entry being rejected. Applicants are welcome to reapply at a later date if they can demonstrate an improvement in their English language ability.

5. STAFFING

5.1. The EAL Department is led by the whole school EAL Co-ordinator of EAL, along with the Heads of EAL in Pre-prep, Prep and Senior. Together they manage a team of sixteen teachers who are highly qualified and who come to RST from a variety of contexts, bringing with them a wealth of knowledge, skills and experience.

5.2. The whole school EAL Co-ordinator of EAL and the Heads of EAL deliver INSET and CPD on teaching EAL pupils and on language awareness inside and outside the classroom.

6. Teaching and Learning

Pre-Prep EAL Programmes

6.1. Children entering the Pre-Prep in the **Early Years** are all at different stages of learning English, some as a first language, and others as a second language. Our Early Years Foundation Stage Curriculum provides the children with many opportunities to learn through play with communication and language being at the heart of the program. Teachers model good levels of English through conversation, stories, songs and rhymes and role play.

6.2. Communication and Language is a key areas for development with all young children. We strive for all children to develop English language skills and academic language through their curricular and co-curricular experiences. The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing their diverse backgrounds. Multilingualism is viewed as a positive life-enriching asset and is positively encouraged.

6.3. Once children enter into **Key Stage One** we offer additional support programmes.

6.3.1. Intensive English (IE))

This is a parallel program open to children who are new to English. IE students attend the same lessons as their classmates for Maths, Art, PE, Swimming, Music as well as break time, lunchtime and activities. They receive Intensive English Lessons in place of English, Modern Foreign Languages and Topic sessions. The sessions focus on:

- Everyday school language
- General English
- The language of school subjects
- Literacy, including phonics.

6.3.2. English As An Additional Language

We offer a range of programs for children in Key Stage One. We aim to meet specific children's needs by offering them sessions during their Topic lessons. We will offer sessions in phonics, reading, writing, spelling and conversational skills – usually 3 times a week without impacting on their English language lessons within their classes.

6.3.3. Phonics Booster

Some children just need a little boost with their phonics in order for them to bridge any gaps in their learning. We offer early morning Phonic booster sessions over a short period of time, in order to help pupils gain both confidence and phonetic

knowledge to aid their reading and writing development.

Prep School EAL Programmes

6.4. EAL English Set

In the Prep School, EAL students attend the EAL English class. This is taught by an EAL specialist and planned collaboratively with mainstream English teachers. The pupils follow a literacy scheme of work with a focus on developing grammar, sentence structure and vocabulary. The pupils also study key English topics, such as narrative writing and poetry, but with a focus on both developing content and developing language. This ensures that the English stream is the first port of call for developing language across the school.

6.5. EAL Classes

EAL students attend EAL classes in place of some mainstream classes. The number of EAL lessons a student receives is determined by an initial assessment at the point of admission and a further assessment in the first week of school. Based on this, the EAL department will typically recommend students receive EAL instruction in place of one or more of the following subjects:

- Language A
- Language B
- History or Humanities

6.6. EAL In-Class Support

EAL learners are not a homogenous group; therefore, the EAL department looks to create bespoke programmes of work for its pupils. For one-to-one lessons, the teacher is able to design a programme that best fits the language learning needs of the individual pupil. For group lessons, lessons look to give pupils a 'toehold' in the language so that they can communicate more effectively in their mainstream classes. Lessons will also be adapted to ensure that the content is suitable and that there is enough rigour for each Year Group.

6.7. EAL Outside The Classroom

Additional language experiences are offered to pupils through English games and English project activities. EAL teachers also attend Prep sessions to offer English language guidance with prep tasks. In addition, EAL teachers attend Library lessons to help pupils with reading aloud.

Senior EAL Programmes

6.8. The Senior programme has a similar focus as the Prep School in the development of the four skills in English. However, as pupils develop their cognitive skills, they also develop their range of language structures. In addition, given that pupils sit external examinations, there is a greater focus on the academic language structures required for success in these subjects. There is an increased focus on developing written English across a range of genres. The department uses a range of commercially available and in house designed resources for developing these language structures. There are a number of EAL programmes on offer in each Year Group:

6.8.1. Rugby School Thailand Accelerated English Programme (REAP)

The REAP programme is an intensive English programme offered at Rugby School Thailand. Pupils can enter this course in F and E Block to prepare them for E Block entry into the mainstream programme. Pupils in this programme have an elementary level of English. Pupils who join the REAP programme receive up to 38 periods of

English as an Additional Language (EAL) lessons over the two-week timetable cycle. Pupils also attend mathematics, physical education, and games lessons with their peer group. The pupils also attend four lessons in art. These lessons are taught by art teachers but are planned in conjunction with EAL teachers so that developing communicative competence and integrating skills and language is at the forefront of all lessons.

6.8.2. English Stream

There are two EAL sets in the English stream, which are divided by ability, and taught by EAL teachers. The focus in both of these sets is developing English language and literacy. There is an emphasis on developing core grammatical structures and developing vocabulary. Lessons also focus on developing pupils' ability to use a range of sentence structures. The higher-level set will explore some aspects of English literature using a Content Integrated Language Learning (CLIL) methodology. In F Block, the English stream has an IGCSE English as a Second Language (ESL) stream in which pupils are prepared for either the Core or Extend tier of the Cambridge examination.

6.8.3. Withdrawal EAL

Those pupils who require support beyond that received in the English stream are withdrawn from a linguistically demanding subject, such as history. These lessons are bespoke for the individuals in the groups, but there is a focus on developing the pupils' competence in listening, reading and speaking. Lessons also employ a CLIL methodology to develop the language structures and written genres common in history and geography.

6.8.4. English For Academic Purposes

Pupils who require EAL support beyond the IGCSE ESL stream are placed on the EAP programme. This course develops the academic language required for success in mainstream subjects, such as the sciences, and geography.

6.8.5. Special English As An Additional Language (SEAL)

This programme is for pupils who require considerable support. This programme is for very small groups or taught one-to-one. During English language lessons, pupils are prepared for an English qualification at an appropriate language level, such as B1 Preliminary for Schools. Pupils are also removed from two elective IGCSE subjects to receive bespoke EAL support.

6.8.6. External English Examination Preparation

Academic English classes are also offered in the Lower XX and XX as preparation for IELTS and TOEFL examinations. These lessons are offered during activity slots.

6.8.7. Prep Support Sessions

An EAL teacher is present in the EAL classroom during all prep sessions.

6.8.8. In-Class EAL Support

In class, support is similar to the system in place in Prep School. The Senior TA works with our pupils that need the most EAL support. The EAL TA meets with mainstream teachers to ascertain the areas of language that pupils will need support with. TA support then focuses on helping the pupils with this specific language during the lesson.

7. CHARGES

7.1. The levels of EAL support offered and connected fees can be found here <https://tinyurl.com/RST-Fees>.

APPENDIX: English Language Requirements

Section	Year	English Level* Required to independently access our programmes	English Level* Required to access our programmes with Additional English pathways**
Senior	13	C1.1	B2.2
	12	B2.2	B2.1
	11	B2.2	B1.2
	10	B2.2	B1.2
	9	B2.2	B1.1
Prep	8	B2.1	A2.2
	7	B2.1	A2.2
	6	B1.2	A2.2
	5	B1.2	A2.1
	4	B1.1	A2.1
	3	A2.2	A1.2
Pre-Prep	2	A2.1	A1.2
	1	A2.1	A1.1
	Reception	A2.1	A1.1
	Nursery	A2.1	A1.1
	Pre-Nursery	A2.1	A1.1

* We assess English level using the Common European Framework of Reference for Languages (CEFR)
** Additional English pathways vary according to year of entry and English level. They may include:

- attending an IELTS course.
- attending an English as a Second Language GCSE course.
- taking Additional English lessons for a limited time in place of another subject.
- receiving Additional English instruction in class (EAL).
- attending an Intensive English (IE) programme.