

Limitless Minds International College



Policies and Procedures *English as an Additional Language (EAL) Policy*





Javier García LMI Director

LMI College is a special place. We are a modern, independent school for students in the heart of one of the world's largest cities. We have a proud history, but it is not only our past that defines us. We are far-sighted and responsive to the world around us. That's why our strategic vision focuses on helping our students to be kind to themselves and to others, to be aware of their place in their communities and in the world, and to be prepared for the society they will one day form.

It is a great privilege for me to be the Director of LMI College. The Board and I are absolutely committed to delivering this Strategic Vision to the year 2030 and beyond. It is an important statement of who we are and who we want to be. It will help us continue to educate and nurture students from all walks of life to become good young people, ready to change society for the better.

A handwritten signature in blue ink over a circular stamp. The stamp contains the text 'TUTORIALS' at the top, 'LMI' in the center, and 'A-Level, IGCSE & IB' at the bottom.

Javier García, LMI Director.

KEY SPELLING



British English

Colour
travelled
dialogue
theatre

Introduction, and Aims and Objectives

English as an Additional Language (EAL) support may be available to pupils whose first language is not English. In practice, many EAL pupils at the School will neither need nor want language support, but for those that need support, individual and / or group lessons will be offered. The primary aim of such support is to improve the pupil's range and accuracy in English.

English acquisition

In many schools, a simple 5-stage model (see below) of English acquisition is used to describe a pupil's capability in English. This is a 'best-fit' model and though it is not detailed enough to be effectively used for target-setting or formative assessment it does provide a simple and consistent model for use to make a general assessment.

All pupils at the School have passed entrance exams taken in English. Pupils at the School are almost inevitably at stage C, D or E. However, a pupil may still require support to achieve his full potential.

The 5-stage model

A. New to English

The pupil:

- May use his first language for learning and other purposes.
- May remain silent in the classroom.
- May copy / repeat some words and phrases.
- May understand some everyday English expressions but have minimal or no English literacy.
- Needs considerable support.

B. Early Acquisition

The pupil:

- May follow day-to-day social communication in English.
- May be beginning to use spoken English for social purposes.
- May understand simple instructions and be able to follow narrative accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject-specific vocabulary.
- Still needs significant support.



C. Developing Competence

The pupil:

- May participate in learning activities with increasing independence.
- May be able to express himself orally in English but structural inaccuracies are still apparent.
- May be able to follow abstract concepts and more complex written English.
- Requires ongoing support with literacy, particularly for understanding text and writing.
- Requires support to access the curriculum fully.

D. Competent

The pupil:

- Has oral English that is developing well, allowing successful engagement in activities across the curriculum.
- Is able to read and understand a wide variety of text.
- Has written English that may lack complexity and contain occasional evidence of errors in structure.
- Needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

E. Fluent

The pupil:

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his first language.



A referral for EAL support can take any one of three routes:

1. Pupils arrive at the School with a known EAL need and having received support at their previous school.
2. The Learning Support department's screening picks up a potential language support need (see below).
3. Parents, pupils, Form Tutors or subject teachers might refer a pupil to the EAL co-ordinator

Information about EAL is gathered during the Learning Support screening that takes place in the First and Third Forms. This data is screened by the Learning Support department. Where a Learning Support teacher perceives that a pupil's results might have been affected by language problems, rather than learning support problems, these scripts are passed to the EAL co-ordinator.

Once a pupil has been referred for EAL support, examples of the pupil's work are sought from his subject teacher in English and / or his exercise books for a range of subjects are examined. This is checked and further tests are carried out.

Around one quarter of the pupils at the School reported speaking another language at home, either in addition to English, or in preference to English. Many of these pupils would classify themselves as bilingual. Around 2% of the pupils at the School are currently receiving EAL support.



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