



HARROW
INTERNATIONAL
SCHOOL
哈罗国际学校
SHANGHAI 上海

Language and Learning Policy

Effective Date	August 2020
SLT Approval	Deputy Head
Last Review Date	January 2024
Next Review Date	January 2025

Educational Excellence *for* Life and Leadership
育以至善 • 卓以领航

Introduction

Harrow International School Shanghai (HISS) supports all students to be able to fully access the taught curriculum and the wider life of the school. The purpose of the Language and Learning policy is to clearly articulate the school's approach to supporting English as an Additional Language (EAL) students as they develop the language skills necessary to succeed in all aspects of life at school.

Philosophy Statement

Supporting EAL students is the responsibility of every teacher at HISS. All teachers develop the knowledge and resources to fully support EAL students. This is achieved through the Content Language Integrated Learning (CLIL) model. This model represents "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, 2010). At HISS all teachers are encouraged to:

- Be aware of the language levels and needs of EAL students.
- Ensure that EAL students have the opportunity to overcome any barriers to learning through appropriate differentiation and ongoing support.
- Provide appropriate resources for the wide range of abilities amongst EAL students.
- Ensure that EAL students are able to become fluent and confident in all four skills in the English language.

The Distinction Between EAL and SEN

HISS seeks to support all students with their specific learning needs, and the special educational needs of students are continuously monitored and supported. Where it is felt that a child has a special educational need (SEN), they should be referred to the learning support team. The learning support team will then investigate further, and, where appropriate, recommend strategies to teachers for supporting that child to achieve their full potential at school.

However, a child must not be regarded as having a SEN because the language or form of language of the home is different from the language in which he or she is taught (*SEN Code of Practice, DfES, 2001*). As such, there is a clear distinction between the work done by the learning support team in supporting students with SEN and the EAL team in supporting students to develop their language.

Upper School

In order to support the above aims, the Upper School have put a number of systems in place:

- As part of the admissions process, all new students are assessed using the Cambridge Placement Test to give a baseline score for their foundational language ability. They also take a written test for which they are given a Global Scale of English (GSE) grade based on the GSE assessment descriptors.
- The GSE data is used to inform decisions about pace, classroom management and curriculum design.
- EAL students are supported to fully access the curriculum according to their individual needs.

Upper School – EAL Support Teachers

There are currently 2 EAL support teachers employed in the Upper School. Their role serves two main purposes; first, to support high-need language students to be able to fully access the curriculum in all their subjects; and, second, to support the teachers of these students to develop effective techniques in best supporting EAL students within the EAL classroom.

Upper School – The Distinction Between EAL and English

L&L focuses on the explicit teaching of functional and foundational language to help students improve all four English language skills: reading, writing, listening, and speaking. Students develop both basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), so as to become fully functional in both social and academic contexts in an English medium environment. L&L also supports other departments in their content language integrated learning (CLIL), but ultimate responsibility for subject literacy is with the departments themselves.

English is primarily concerned with the teaching of the British National Curriculum English courses from key stage 3 to key stage 5 which includes key stage 3 (year 7-9), the English Language and Literature GCSEs (year 10-11), and A level courses (year 12-13). There is natural overlap as both subjects are underpinned by strong reading and writing skills. As such, both subjects focus on building vocabulary, inference, and critical thinking in reading, and an awareness of genre, structure, and context in writing.

Lower School

The Lower School has 2 EAL Support teachers, and HISS also supports EAL students through a whole-school approach. We use an inclusive curriculum that is differentiated and is able to support or extend all students. The following systems have been put in place to support these aims:

- All students (including EAL) are given a baseline reading and writing language assessment upon entry to the school and throughout the year to allow for progress to be monitored and appropriate support to be provided.
- The progress of all LS students is continuously monitored. Teachers develop and implement individual action plans that focus on evolving students' individual language needs. These are reviewed regularly with both teachers and parents.
- All teachers and support staff ensure EAL students are supported within the classroom through the use of a variety of teaching strategies and programmes specifically designed to help EAL students.
- Any students who require EAL support are referred to the EAL department for individual assessment and extra support is provided with constant communication with the classroom teacher.

The Lower School reviews this process regularly to ensure EAL teaching learning is effective and is meeting the needs of students and building teacher capacity.

Early Years

The children start EY with very little or no English.

- The children are assessed upon entry using the Harrow Grids.
- EY uses objective-led planning to track individual targets weekly.
- Termly assessment weeks track the EAL pupils progress, this data informs future targets and planning.
- Learning language through play - this needs to be learnt in a context, through practical meaningful experiences and interaction with others.
- Developing listening skills – the children begin to be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support is encouraged.
- Providing bilingual support from the Support Teachers, in particular to extend vocabulary and support children's developing understanding.

CPD Provision

All teachers at HISS are provided opportunities to improve their ability to effectively support EAL students.

- Insets and training sessions are held periodically in order to share best practice both within and outside of the school.
- All departments engage in ongoing training and cross-departmental research to promote effective teaching and learning strategies.
- The staff CPD online training library has a range of courses on supporting EAL students, CLIL, and Collaborative teaching.