



TARA PATTANA

INTERNATIONAL SCHOOL THAILAND

High Expectations of Teaching & Learning
that inspire students to reach their full potential in a caring, diverse and international community

Parents' and Students' Guide to English Language & Learning Support Programme (ELLS)



Dear Parents, Carers and Students

Welcome to the English Language & Learning Support (ELLS) programme at Tara Pattana International School. This guide will provide information about the support available at TPIS and how you can best support your child at home.

The aim of our ELLS programme is to help your child integrate fully - both socially and academically - into life at TPIS and to gain the skills to access the mainstream curriculum.

Firstly, if your child is learning English as an additional language - we would like to emphasise how important your use of your own first language is as your child learns to speak English. Using your home language and reading your home language to or with your child or encouraging your child to read - in any language - will help your child in their acquisition of knowledge that they can transfer to English. Most importantly, it helps your child to retain and have pride in their own cultural heritage as they become bilingual or multilingual. ***We do ask you to encourage your child to have a wide friendship group. English is the common language of the school so during times on the playground and during snack or meal times, in order to not exclude other children, we encourage the use of English.***

Please remember that being required to participate in our ELLS Programme is not a judgement of your child's ability or talent; it may simply be that they are new to learning English or have not spent as much time learning English as their classmates or use less English in their out-of-school lives. It may also be that your child - who may well be fluent in spoken English language - needs extra support with a specific focus on reading comprehension, writing skills, or - particularly for older students - support with writing structured answers to exam questions.

Students who require ELLS support

All students take a reading-age test upon entry and at least once a year. The results of these tests are assessed by our ELLS Coordinator, Mr Antonio Lembo (alembo@tpis.ac.th). Students' prior performance, as assessed by class or subject teachers, is also considered. Based on the analysis of data and - for existing students - a knowledge of their prior performance - students may be required to participate in our ELLS Programme. Some students may have had very little or no exposure to English and some students may have had no formal education equivalent to that of the children in their year group. Some students may have had an interrupted experience of formal education due to frequently moving schools or countries. Some students may be moving from schools where English was not the main language of instruction so will not be as proficient in English as students who have attended an international school for their whole school lives. Students may have some proficiency in English but need in-class or small-group support or need more opportunities to develop their confidence in speaking English. It may also be the case that some students have undiagnosed learning needs and they will also benefit from small-group or, in some cases, one-to-one support.

Assessing the need to participate in our ELLS Programme

Each child entering the school from Year 1 upwards (and those moving from Reception to Year 1) will complete admissions tests, including a National Group Reading Test (NGRT). The NGRT is a standardised assessment that reliably measures reading skills against the UK national average and helps us to identify learning needs precisely and quickly. For students on our ELLS programme this assessment will be completed termly which allows for regular monitoring of reading progress and allows us to measure the impact of intervention. Students' reading ability is

benchmarked using the Standardised Age Score (SAS) and by considering the gap between their chronological age and their reading age.

The NGRT is computer-based. However, students may also be regularly individually assessed using the York Assessment of Reading for Comprehension (YARC) with a member of our ELLS team. These tests allow us to closely observe a student’s reading behaviours, strengths and areas for development allowing us to put in place personalised reading intervention plans, if necessary.

<p>Primary Intensive Support: Students that are 3 years or more below their age expected reading level or have a Standard Age Score below 80 must join the Intensive ELLS programme. A reading age one or two years below chronological age is a bigger concern the younger a child is.</p>
<p>Secondary Intensive support (years 7-13): Students that are 5 years or more below their age expected reading level or have a Standard Age Score of less than 80 must join the Intensive ELLS programme.</p>
<p>Primary Transitional Support: Students that are 2-3 years below their expected reading level or have a Standard Age Score between 80 - 90 must join the Transitional ELLS programme.</p>
<p>Secondary Transitional Support: Students that are between 3-5 years below their expected reading level or have a Standard Age Score between 80 - 90 must join the Transitional ELLS programme.</p>

Levels of Support: Our ELLS programme has two levels of support: intensive and transitional. Charges are set to mitigate missed lessons due to special events.

<p><i>Intensive Support Programme: Students with a Standardised Age Score below 80</i></p>
<ul style="list-style-type: none"> • <i>Primary:</i> Students on our primary intensive programme will be withdrawn from mainstream classes for English, phonics, humanities, learning for life (at the discretion of the class teacher), for small-group support appropriate to their needs and will also receive in-class support for science. These students are also required to attend 5 early-morning ELLS classes (8.15am - 8.45am) and are also withdrawn from mainstream language lessons (if first language is not Thai).
<ul style="list-style-type: none"> • <i>Secondary:</i> Students on our secondary intensive programme will be withdrawn from mainstream classes for English, history, learning for life (at the discretion of the subject teacher), for small-group support appropriate to their needs; they will also be taught small groups for science; in-class support for geography. These students are also required to attend 5 early-morning ELLS classes (8.15am - 8.45am) and will receive ELLS lessons during timetabled language lessons (if not first language Thai).
<p>Termly NGRT test or YARC test as deemed necessary by ELLS Coordinator.</p>

Transitional Support Programme
Students with a Standardised Age Score between 81 - 90

- *Primary:* In-class support during mainstream English, humanities and science; small-group Spelling, Punctuation and Grammar (SPaG); 5 early-morning ELLS classes (8.15am - 8.45am); withdrawn for small group reading interventions.
- *Secondary:* In-class support during mainstream English and geography; intensive ELLS classes or in-class support during history; small-group classes for science; 5-early-morning ELLS classes (8.15am - 8.45am); withdrawn for small group reading interventions.

Termly NGRT test; half-termly YARC as deemed necessary by ELLS Coordinator.

Length of Participation in our ELLS Programme

Students learn language skills at different paces at different times. Sometimes they will make accelerated progress and sometimes it will take them longer to reach the next stage. The time a student must participate in our ELLS Programme depends on many factors including:

- How fluent the student is in their own first language and how much knowledge they have gained in their first language that can be drawn upon in learning English.
- ***The extent to which the student is willing to broaden their friendship groups and socialise with children who speak English on the playground and in the canteen. Parents should encourage their children to speak English as much as possible during social times throughout the school day.***
- The similarities between their first language and English.
- The student's effort and willingness to improve their English-language skills.
- The amount of extra time students put in outside of school, e.g. reading (in any language), watching English-language TV or reading English-language news articles.
- How fluent the student is in spoken English and the level of support they require to improve reading and writing skills.
- The extent to which the student has diagnosed or undiagnosed special educational or learning needs.

Some students will exit our ELLS Programme in as little as one year, especially if they begin their English-language learning in Key Stage 1 as the gap between them and their peers will be smaller. However, most students, in particular older students, typically take much longer to be able to access mainstream lessons without additional support. Every student makes progress at their own pace.

Assessment of ELLS students

Students in the ELLS Programme will be assessed by subject teachers according to the age-related expectations (ARE) of the National Curriculum for England and - if Thai - age-related expectations for Thai First Language. This means that many beginner ELLS students will be assessed as "Working Towards" ARE in primary or below a Grade C in secondary. Additionally, students who are learning English as a second language are regularly assessed against the Common European Framework of Reference for Languages by our ELLS teachers.

Moving to Mainstream

When a student's attainment level is within reach of age-related expectations (Grade D in Key Stage 3) or a Standardised Age Score of 90 they will be considered capable of accessing mainstream classes and will exit our ELLS Programme. Their reading age and general progress will continue to be monitored and, should the student regress without the extra support of the ELLS Programme, then they may need to re-enter our ELLS Programme.

Homework

Secondary students on our ELLS Programme will receive homework from their ELLS teacher. This will replace the homework of mainstream students but will be in line with the time commitment required of those students. Primary students will receive homework from their class teacher. Please let your child's ELLS teacher or class teacher know if there are any issues that prevent your child from completing any tasks. This may include access to a device (if this is an issue, we will provide hard copy homework), time to complete work or the level of challenge of the homework. We do understand that it may be difficult for parents to support English-language learners at home and we will help to make your child's experience a positive one.

Fee Structure for EAL Programme

	Term 1	Term 2	Term 3
Intensive (non First Language Thai)	40,000	27,500	22,500
Intensive (First Language Thai)	34,000	23,375	19,125
Transitional (non First Language Thai)	32,000	22,000	18,000
Transitional (First Language Thai)	27,200	18,700	15,300

Reading

is the single most important and effective way of improving academic attainment

Participation in our ELLS Programme is compulsory as deemed appropriate by standardised testing and the professional opinion of our ELLS Coordinator and Class/Subject Teachers.

Participation in the programme incurs a fee in addition to standard tuition fees.

If you have any questions, please do not hesitate to contact me or a member of the ELLS Team.

Yours faithfully



Antonio Lembo
ELLS Coordinator
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