



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

TPIS Guide to English as an Additional Language (EAL)



www.tpis.ac.th

Dear Parents, Carers and Students

Welcome to the English as an Additional Language (EAL) 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 EAL 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, 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 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 placed on our EAL 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..

Students who require EAL support

Students who are learning English as a second or additional language will be assessed and may be required to participate in our EAL 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.

Assessing the need to participate in our EAL 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 EAL 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 EAL 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.

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 English EAL programme.

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 English EAL programme.

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 English EAL programme.

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 English EAL programme.

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

Intensive Support Programme: Students with a Standardised Age Score below 80

- *Primary:* 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), reading interventions and will also receive in-class EAL support for science. These students are also required to attend 5 early-morning EAL classes (8.15am - 8.50am) and are withdrawn from mainstream language lessons (if first language is not Thai).
- *Secondary:* 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), reading interventions and small-group science; in-class support for geography. These students are also required to attend 5 early-morning EAL classes (8.15am - 8.50am) and will receive EAL lessons during timetabled language lessons (if not first language Thai).

Termly NGRT test; YARC as deemed necessary by EAL teacher / coordinator.. Subscriptions for online EAL programmes for extra home practice.

***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 EAL classes (8.15am - 8.50am); withdrawn for small group reading interventions.

- *Secondary:* In-class support during mainstream English and geography; intensive EAL classes or in-class support during history; small-group interventions for science; 5-early-morning EAL classes (8.15am - 8.50am); withdrawn for small group reading interventions.

Termly NGRT test; half-termly YARC. Subscriptions for online EAL programmes for extra home practice.

Length of Participation in our EAL Programme

Students learn a language 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 EAL 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.

Some students will exit our EAL 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 EAL students

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

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 EAL Programme. Their reading age and general progress will continue to be monitored and, should the student regress without the extra support of the EAL Programme, then they may need to re-enter our EAL Programme.

Homework

Students on our EAL Programme will receive homework from their EAL teacher. This will replace the homework of mainstream students but will be in line with the time commitment required of those students. Please let your child's EAL 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

How can parents help?

- Provide a quiet study space or time dedicated to homework.
- Remind your child that learning a new language takes time and effort.
- **Encourage your child to have a wide friendship group and to speak English socially as much as possible.**
- Enjoy a weekly, family English-language movie.
- Encourage your child to fully participate in our CCA Programme; through this their wider talents will be recognised and celebrated.
- Check that homework is being completed.
- Depending on the age of your child, read to them or encourage them to read (in any language).
- Allow your child to pursue their interests outside of school and provide them with a language-rich environment.

Reading

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

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

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

Full details are in our Admissions Policy.

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

Yours faithfully



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