Language Support Policy

1. Language support at SISD

Qualified English, French and German Additional Language (EAL, FAL, GAL) teachers provide specific English, French and German support from KG1 to Grade 9 to learners who face challenges in accessing curriculum due to language barriers, disallowing them from successfully following the regular teaching.

- KG 1: English support can be provided on request for full beginners.
- KG 2: French and German support. English support can be provided on request for full beginners.
- Grades 1-5: English, French and German support in bilingual streams. English support can be provided on request for full beginners enrolled in the IB STEAM pathway.
- Grades 6-9: English, French and German support in the bilingual IB pathway; English support in the IB pathway; EAL support programme for beginners.

The Arabic Department offers support classes for Arabic A and Arabic B starting from G1 up to G9.

- To students who joined the school with no prior knowledge of Arabic (Arabic A/B)
- To students who need extra support to achieve better results in one or more of the Arabic Language skills (Listening- Speaking- Reading- Writing)

2. Arabic Support

Arabic support classes are run in parallel with regular Arabic lessons. Students would receive full support or partial support depending on their individual needs. This is decided after the diagnostic tests that are done regularly throughout the year.

Once the support student has gained all the skills needed to be fully integrated in the Arabic regular class they will be released from Support.

Parents are informed about their child enrollment in Arabic Support, their progress in the Support Programme and their release from the programme.

3. English, French and German support

3.1. Enrollment in Language Support

Enrollment is possible at any time during the school year.

3.1.1 Automatic enrollment

- At Admission: non-native speakers, declared beginners/gaining confidence at admission time. Exception: beginners in French and German admitted to the IB pathway.
- At the beginning of the school year: returning support students and non-native speaking children without target language background and/or low achievement in Language Arts at the end of the previous school year.

3.1.2 At parents' request

Requests to be addressed to the Programme or Academic Coordinators

3.1.3 At class teacher's/LL teacher's request

Requests to be addressed to Programme or Academic Coordinators via referral form.

3.2 Organization of Language Support

3.2.1 KG1 and KG2, as well as IB STEAM

English support can be provided on request, via referral form sent by the teachers Programme or Academic Coordinators

3.2.2 KG2 (French/German support), bilingual pathway in Grade 1-Grade 5 (English/French/German support)

- Frequency of support lessons: 1 daily lesson, 5 days/week.
- Pull-out versus push-in support: At the beginning of the school year, all support lessons happen in pull-out mode, in week A and in week B. In agreement with the class teacher, push-in support can be introduced after Unit 2 in primary school and at the beginning of 2nd term in Early years. The objective is to increase push-in and reduce pull-out, however, above all in lower grades, a solid language acquisition programme must first be followed
- Pull-out: max. 8 students/group. Beginners and students with low language proficiency level follow an intense EAL/FAL/GAL curriculum based on CERFL descriptors and levels, in order to quickly develop sufficient basic interpersonal communication skills (BICS). Depending on each learner's progress, the support programme increasingly integrates the Language arts curriculum (UOI, POI).
- Push-in: max. 8 students/group. The Language support teacher acts as a facilitator in the classroom to allow learners to access the regular curriculum. Push-in support usually takes place during Language Arts lessons.
- Monitoring Progress: Learner's progress is strictly monitored by the Language support teacher, based on CERFL descriptors and levels and/or specific learning objectives defined in the support student's passport. Progress report cards are edited approx. every 6th week (first report card per beginning of November).
- Min. expected CERFL levels at the beginning of the school year: Grade 1 A.1.1, Grade 2 A.1.2, Grade 3 A.2.1, Grade 4 A.2.2, Grade 5 B.1.1 (primary level).
- Homework: according to the Homework policy, the Support teacher can give homework (not part of the homework matrix in the Primary School).

3.2.3 Secondary School

- Push-in lessons for max. 8 students take place during LL lessons. If needed, the support can be extended to IS and Science lessons and/or others.
- In agreement with the LL teacher, pull-out lessons can be organized. They take place instead of LL lessons. Learners follow an intensive AL curriculum, based on CERFL descriptors and levels. Depending on each

- learner's progress, the support program increasingly integrates the Language arts curriculum. Personal
- Development time can be used for pull-out support as well.
- Learner's progress is strictly monitored by the Language support teacher, based on CERFL descriptors and levels for students whose language proficiency level is below expectation. Progress is tracked through formative assessments (in pull-out and in push-in). Depending on each learner's progress, the support program increasingly integrates the Language arts curriculum.
- Min. expected CERFL levels at the beginning of the school year: Grade 6 A.2.1, Grade 7 A.2.2, Grade 8 B.1.1, Grade 9 B.1.2, Grade 10 B.2, Grade 11 C.1.
- Reported achievement levels are to be based on tasks given and marked by the LL teacher. The support teacher can be responsible for formative work and possibly homework.

Students who are registered in the English support programme are encouraged to use the Secondary English Writing Centre. They can bring a hard copy of any class writing. These texts are analyzed by a teacher alongside the students in order to point out the next steps of the drafting process.

EAL programme: students are attending EAL classes during at least one semester, instead of English LL classes. If needed, they can be pulled-out of design, visual arts, music, extended personal development. The number and frequency of the EAL classes is individual and subject to modification according to the student's progress.
Admission to EAL programme takes place at admission phase and is subject to Programme or Academic Coordinators approval.

3.3. Release from Languagesupport

A student is released from the support programme when his/her language proficiency level is sufficient to follow the regular teaching without extra help. This decision is taken collaboratively by the Language support teacher, the class teacher/LL teacher and Programme or Academic Coordinators.
Before a full release, the support programme can be modified: more push-in, support reduction, focus on writing/oral, etc.
In Early Years and Primary School, releases are possible only at certain dates, approx. every 6th week (update support lists, update progress report cards).
In Secondary School, releases are only possible at the end of each term. Any release or modification of Language support is subject to Programme or Academic Coordinators approval. Release on parents' request: requests to be addressed to Programme or Academic Coordinators.
After a release, any reenrollment in the support programme is subject to Programme or Academic Coordinators approval.

3.4 Communication related to Language support

3.4. 1 New-comers

Parents are informed about the possibility or the need of Language support/EAL programme by the admissions team.

3.4.2 Early years and Primary school

Programme or Academic Coordinators establish the Language support lists, informs the class teachers and the support teachers about enrollments in the Support programme.
At the beginning of the school year, support teachers and class teachers observe the enrolled children during one week (2 weeks in EY) in order to modify the initial Language support lists if necessary. Edited lists to be sent to Programme and Academic Coordinators. Students joining in the course of the school year: Programme or Academic Coordinators, class teacher and support teacher set the date of enrollment in the support programme.
Support student passports are completed by the class teacher and the language support teacher.
By each update of the Language support lists, class teachers and support teachers meet to discuss any necessary modification (additions, modifications and releases subject to Programme or Academic Coordinator approval).

The class teacher being the main person responsible for the acquisition of the language of instruction, it is his/her responsibility

- to know which students in his/her class are registered in support
- to inform in writing the parents about the enrollment in support, incl. at the beginning of the schoolyear (enrollment letter provided by the Language support teacher). The co-teacher and the support teacher have to be copied in.
- to inform the parents about any modification in support programme.
- to inform the parents about the release (exit letter provided by the Language support teacher)

Language support teachers can communicate directly with the parents. They also meet with the parents during the Conferences.

3.4.3 Secondary School

Programme or Academic Coordinators establishes the Language support lists and informs the homeroom teachers, the Language and Literature (L&L) teachers and the support teachers about enrollments in the Support programme.
At the beginning of the school year, support teachers and L&L teachers observe the enrolled children during one week (incl. placement tests in L&L classes), in order to modify the initial Language support lists if necessary. Edited lists to be sent to Programme and Academic Coordinators.
The L&L teacher is responsible for informing parents about the enrollment in support, copying the homeroom teacher. The Language support teacher is responsible for informing the parents about modification in support programme and/or release from the support programme, copying the LL teacher and the homeroom teacher.
Language support teachers can communicate directly with the parents. They also meet with the parents during the Conferences.

3.5 Particular cases

If learners need language support in more than one language of instruction, priority is given to English. This is because a) English is widely spoken by our host country population and is the language of business at SISD and b) German and French can be learned as an additional language if the student's proficiency is not sufficient to follow the bilingual stream.

Depending on the learner's language profile and/or specific linguistic needs, a mixed support structure can be offered over a limited time, e.g. one week Language X, one week Language Y.

For learners who are registered under inclusion and need language support, the inclusion teacher and the language teacher coordinate, in order to define the best teaching and learning strategies and to avoid a support overload.

3.6 Language support and ASAs

Students who need Language support are encouraged to attend Language ASAs (clubs, support classes, homework help, …) in order to increase their exposure to the additional language.