



POLICY ON THE TEACHING OF STUDENTS FOR WHOM ENGLISH IS NOT THEIR NATIVE LANGUAGE

Introduction

Students are selected for The Royal Ballet School on the basis of potential in Dance. Those who join the School from another country therefore have a considerable range of educational experiences; they may be literate in English, be literate only in their mother tongue or have partial experience in English through past schooling in their home country. The Royal Ballet School looks on all newly arrived students as an asset to the school and values the contributions that they make.

From experience, students for whom English is not their first language make the most rapid progress in spoken English when they are integrated into normal academic and artistic classes; however the School recognises that certain lessons may be inappropriate and that additional specialist support may need to be given.

The school will encourage intensive peer support as part of the EAL induction programme.

Assessment

We aim to assess the English of all new students as quickly as possible and to arrange a programme of study which best fits their needs, enables them to settle in to the school and to access the full artistic and academic programme as quickly as possible.

On arrival at the school all EAL students are assessed by the EAL teachers. This assessment will be both formal and informal, through:

- a) the completion of standard written and verbal assessment tests
- b) getting to know the student during the EAL induction course.

Whenever possible, students new to the School will be met by the EAL teacher at the new student induction day in May / June.

Courses

Following assessment a decision will be made on the level of integration into mainstream academic lessons based on their ability to cope with the academic and vocational subject being taught. Individual action plans and timetables will be devised for each student.

Lower School

Those students with strong spoken and written English will be offered the opportunity to take the GCSE and AS courses along with other English speaking students. Those in need of more support in English will not study all GCE courses but will attend English lessons during academic time with the EAL specialist and work toward EAL qualifications (UCLES PET, FCE or CAE).

Upper School

Students at the Upper School will complete the BTEC with other students, receiving support from the EAL teacher during the classes, including choreography. All EAL students will undertake the work for the Trinity Diploma.

Students with strong spoken and written English will be offered the opportunity to take the AS and/or A2 or the Extended BTEC courses along with other English speaking students. If they have not already achieved them, they should take the Cambridge ESOL FCE or CAE exams.

Students in need of more support in English will attend English lessons with the EAL specialist during A-level time and work toward EAL qualifications.

Dance

EAL students at both sites will attend all artistic lessons as timetabled from the start of the course. Teachers may ask the EAL teacher to help explain certain instructions to the student, if the teacher is available.

Communication

The EAL teacher will disseminate assessment notes and other information on a particular student to all artistic and academic teachers as appropriate.

Written reports will be provided for parents throughout the academic year.