



Teaching of English as an Additional Language (EAL) Policy

Introduction

Students are selected for The Royal Ballet School on the basis of potential in Classical Ballet. 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, however, all new students for whom English is not their first language will be strongly encouraged when offered a place to develop their English language skills prior to joining the School.

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 provided.

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

Assessment

The English language ability of all new students is assessed as quickly as possible and a programme of study arranged which best fits their needs, enables them to settle into the school and to access the full artistic and academic programme. An adaptive, online assessment tool, the Cambridge English Placement Test, is used for this purpose.

Additional assessment will be undertaken by the EAL teachers in the form of written and oral testing.

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 subjects being taught. Individual action plans and timetables will be devised for each student.

White Lodge

Those students with strong spoken and written English will be offered the opportunity to take the KS3 or GCSE courses along with other English speaking students. Those in need of more support in English may not study all KS3 or GCSE courses but will also attend English lessons during academic time with the EAL teacher and work toward EAL qualifications (KET, PET, FCE or CAE). Where possible additional support will be provided in mainstream academic classes.

Upper School

Students at the Upper School will complete the Btec with other students, receiving support from the EAL teacher during the classes.

Students with strong spoken and written English will be offered the opportunity to take an A Level or the Extended Btec courses along with other English speaking students.

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

Dance

EAL students at both sites will attend all artistic lessons as timetabled from the start of the course. Artistic teachers are also encouraged to use visual methods when communicating corrections until an EAL student's language skills have developed.

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.