



ROYAL
BALLET
SCHOOL

SETTING THE STANDARD

TEACHING OF ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

JULY 2019

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INTRODUCTION

Students are selected for The Royal Ballet School on the basis of potential in Classical Ballet. Those who join the School from another (non-English speaking) 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 contribution that they make, however, all new students for whom English is not their first language when offered a place, must work 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 induction programme for EAL students and they will be subject to close monitoring and support by House and EAL staff.

ASSESSMENT

Wherever possible, a member of the EAL department will interview students who may have a need for additional EAL support before they arrive. This will be done remotely using any available technology. An initial assessment of EAL needs will take place at this time. Recommendations for the study of EAL prior to arrival will be made, and students will be expected to undertake an appropriate EAL programme in their country of origin.

On arrival at school 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. Where possible a paper-based assessment may also be undertaken at audition: this is solely for planning suitable support.

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 a student's ability to cope with the academic and vocational subjects being taught. Individual plans and timetables will be devised for each student.

WHITE LODGE

All students will 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 may be provided in mainstream academic classes.

UPPER SCHOOL

All EAL students at Upper School will receive specialist EAL teaching. EAL students will also usually complete the Degree with other students, receiving support from an EAL teacher during the classes. Some EAL students may take a reduced programme of degree study until their English language skills are at a suitable level.

Students with strong spoken and written English may be offered the opportunity to take an A Level 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 (KET, PET, FCE or CAE).

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.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

Any EAL student who has been placed on an EHC Plan will have specific support provided from the relevant academic, artistic and pastoral teams as needed to ensure that their needs are fully met. The needs of such students will be coordinated by the Head of EAL in consultation with the SENCO, Assistant Principal (Pastoral & Welfare) and other relevant staff.

COMMUNICATION

The Head of EAL will disseminate an EAL register with assessment notes and other relevant information about EAL students to all artistic and academic teachers.

Written reports will be provided for parents throughout the academic year in line with the usual Reporting & Assessment Policy.