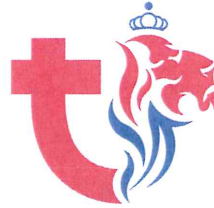


**ENGLISH  
INTERNATIONAL  
SCHOOL OF TUNIS**  
British Curriculum



## EIST EAL POLICY 2025-2026

Revised Date:	April 2026
Next Review Due:	August 2026
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## 1. Introduction

At The English International School of Tunis, we are proud to welcome students from over **36 nationalities**, creating a dynamic and multicultural learning environment. Many of our students arrive with limited English proficiency, and we take great pride in the rapid progress they make, often achieving impressive fluency and academic success after receiving targeted EAL support.

We believe that **language acquisition is central to academic achievement and personal growth**, and our EAL programme is designed to equip students with the skills and confidence to thrive in all areas of school life.

## 2. Aims of the EAL Programme

- To provide high-quality, differentiated English language instruction tailored to individual student needs.
- To accelerate the acquisition of English to support access to the full Cambridge curriculum.
- To promote integration and participation in the academic and social life of the school.
- To monitor and assess student progress through regular termly assessments and classroom performance.
- To build linguistic confidence and empower students in their language use. Given their multilingual backgrounds, it is essential to create a supportive and inclusive environment that values and draws upon their diverse linguistic identities.
- To provide structured EAL support through year-group classes beginning from Year 3 onwards.

## 3. Identification, Assessment, and Placement

### Initial Assessment

All new students complete a Cambridge sample English assessment upon entry to determine whether they are working at the expected English level for their age group or whether additional language support is required.

Students who are identified as needing additional English language support may be recommended for the EAL programme. EAL classes begin from Year 3, as students in KS1 already receive foundational English support within their mainstream classes and do not require separate EAL intervention at this stage.

## Placement and Support

Students accepted into the EAL programme are grouped according to their year group rather than CEFR proficiency levels. EAL support takes place during French language lessons.

Parents are informed if their child is recommended for EAL support and have the right to accept or decline the placement.

If parents accept:

- The student will attend EAL lessons instead of French lessons.
- The student will continue attending all regular English lessons with their main class teacher.
- This combined approach helps strengthen language acquisition, confidence, academic participation, and overall self-esteem.

## Monitoring and Exit from EAL

Student progress is assessed every term through classroom performance, teacher observations, and formal assessments.

If a student demonstrates strong progress and consistently performs above the expected EAL support level, a discussion will take place regarding possible exit from the EAL programme.

The decision to remove a student from EAL support must be agreed upon collaboratively by:

- The EAL teacher
- The student's main class teacher

The aim is to ensure that students can confidently access the curriculum independently before exiting the programme.

## 4. Teaching and Learning Approach

EAL instruction is embedded across the curriculum and enhanced through:

- Small-group instruction focused on developing core language skills.
- Interactive speaking and listening activities, including:
  - Role-play
  - Discussion circles
  - Video prompts
  - Sample oral tasks
- Use of videos and listening practice activities to develop comprehension and oral fluency.
- Structured lessons with clear learning intentions using resources such as:
  - Cambridge-aligned and Cambridge-endorsed books and lessons
  - Hodder Education resources

- Cambridge English

EAL

materials

- Schofield & Sims
- Collins books
- Additional high-quality, research-based resources

These resources help ensure lessons are well-structured, progressive, and aligned with the Cambridge curriculum framework.

## 5. Roles and Responsibilities

### EAL Coordinator

- Oversees the design and delivery of the EAL programme.
- Supports teachers with strategies and resources for EAL students.
- Maintains records of assessment and progress.
- Coordinates communication with parents regarding language development.

### Class and Subject Teachers

- Differentiate instruction to meet EAL needs in all subjects.
- Collaborate with the EAL team to ensure access to content.
- Monitor language use and progress in classroom settings.

### Leadership Team

- Ensures appropriate staffing, training, and resources for EAL provision.
- Reviews programme effectiveness and supports inclusive practices.

## 6. Inclusion and Diversity

The English International School of Tunis celebrates **linguistic and cultural diversity** as a strength. Our EAL programme supports inclusion by:

- Ensuring equitable access to the curriculum.

- Valuing students' home languages and cultures.
- Encouraging peer collaboration and intercultural learning.
- Avoiding withdrawal from core curriculum content whenever possible.

## 7. Parental Involvement

We recognise that parental support is vital to a student's language development. To foster this, we:

- Communicate EAL support plans and progress regularly.
- Provide guidance on how parents can support English learning at home.
- Encourage participation in school life, workshops, and information sessions.
- Offer translated communication when necessary.

Additionally, holding review meetings every 4–6 weeks involving the parent, EAL coordinator, and class teacher would promote better consistency. This collaborative approach helps clarify expectations and strengthens the overall support system for the student.

## 8. Monitoring and Evaluation

We are committed to ensuring fair and meaningful assessment for EAL students. Where appropriate, assessments and exams are adapted to support their language development, which may include:

- Extra time during tests and exams.
- Simplified or clarified language in assessment questions.
- Differentiated marking criteria that focus on content understanding over language accuracy.

Individual progress is recorded in a Progress Tracker, reviewed by EAL staff, and shared with classroom teachers.

Regular data analysis is conducted to identify trends, learning needs, and indicators of success.

Success is measured not only through language proficiency but also through increased confidence, participation, and academic achievement.

## 9. Review of Policy

This policy will be reviewed annually by the EAL Coordinator and Leadership Team to ensure it remains effective and aligned with best practices in international education and English language teaching.

CEO	Head of Education
Mr Zied Ben Ghorbel	Ms Jacqueline Johnson
Date:	Date:
