



# THE ROYAL BALLET SCHOOL

## **Policy on the teaching of students with English as their second language**

### **Introduction**

Pupils joining the Royal ballet school from another country have a vast 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 ESOL 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 ESOL (English for Students of Other Languages) students will be assessed by our teachers of ESOL. This assessment will be both formal and informal with the completion of standard written and verbal assessment tests and through getting to know the student during the ESOL induction course.

When ever possible, students new to the School will be met by the ESOL teacher at the new student induction day in May/June and also on their arrival in the UK before term begins.

### **Post assessment**

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.



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- i) Those students with strong spoken and written English will be offered the opportunity to take the GCSE, AS, A2 and BTEC courses along with other English speaking students.
- ii) Those with limited spoken English will not study all GCE courses but will attend English lessons during academic time with the ESOL specialist and work toward ESOL qualifications (UCLES PET, FCE or CAE). Students at the Upper School will complete the BTEC in Performing Arts (Dance) in Year 12 with other students, receiving support from the ESOL teacher during the teaching of units in choreography and dance appreciation. Most ESOL students will attempt the BTEC in Performing arts (arts management) in year 13, although it may be appropriate for some with limited written and spoken English to complete just the practical elements of the course.
- iii) Those with a severely limited ability in written or spoken English may receive additional teaching from the teacher of ESOL but will attend all practical sessions such as studio based activities, visits to the Royal Opera House or opportunities for work experience.

ESOL students will attend all artistic lessons as timetabled from the start of the course, although the teacher may request the support of the ESOL teacher to explain certain instructions to the student.

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

ESOL students will attend all artistic lessons as timetable from the start of the course, although the teacher may request the support of the Head of ESOL to explain certain instructions to the student.

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