ST. JOSEPH'S INSTITUTION INTERNATIONAL
ELEMENTARY SCHOOL

ES Student Support Policy

-Consisting of Student Learning Support Services, Counselling, EAL, PASS

APPROACH

1. **Learning support process and systems**
   a. SJII Elementary School has in place several learning support systems for all students, including the monitoring of student performance to ensure students achieve the desired learning outcomes of the School's courses.
   b. Timely intervention mechanisms are set in place to ensure that there is pro-activeness in improving the performance of weaker students.

2. **Providing periodic progress reports (Academic and Non-Academic achievements)**
   a. Progress reports are to be issued for all students throughout the year and provided to parents/guardians (where applicable). Reference should be made to the Student Assessment manual.
   b. Reference to non-academic achievements for students to promote positive behaviour (e.g. WOW cards) should be made to the Behaviour Policy manual.

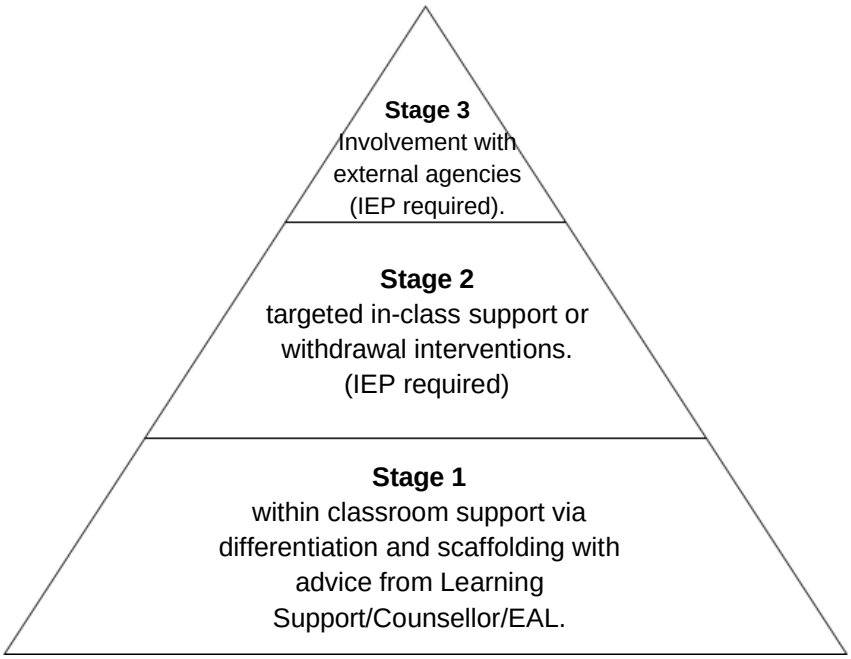
3. **Evaluation of learning support measures for effectiveness and review the process of monitoring student learning and development**
   a. The Academic Department will carry out academic and / or pastoral counselling for students who underperform.
   b. Any intervention actions / goals are to be evaluated for effectiveness and improvements through the use of both individual evaluations done individually with students and group evaluations (e.g. Pastoral Department) done at the School level.
   c. As each individual student is different, intervention measures (including actions and interim targets) would need to be customized to ensure that they suit each and every student.
   d. The Student Learning procedures would be reviewed on an annual basis using the platforms of Internal Reviews (carried out by process owners) and Internal Assessments (carried out by QA Department).

PROCESS

Write-up: Process Steps & Details	Documentation / (Responsibility)
1. Implementation of Learning Support Systems in SJII Elementary School 1.1. **Aim of Learning Support in SJII Elementary School:** To support the school in achieving its mission statement: ***Enabling students, within a Lasallian community,*** ***to learn how to learn and*** ***to learn how to live,*** ***empowering them to become people of integrity and people for others.*** **Rationale:** That students in SJIIES have the right to a broad and balanced curriculum that recognises individual differences. The Student Services Department's mission is to support students socially, emotionally and academically to help them to achieve their potential as learners and to participate fully in school life. **Department Staffing:** ● Vice Principal (Pastoral) ● Learning Support (LS) teachers and teaching partner ● School Counsellor ● English as an Additional Language (EAL) teacher ● School Nurse **Objectives:** ● Assessment and monitoring of students needs ● Provision of support, that is flexible, proactive and reactive to the changing needs of individuals and the school ● Advice on modification of assessment procedures ● Provide advice to staff on differentiation and scaffolding ● Organise training for staff ● Liaise with Admissions department to assist with enrolment ● Correspond with external agencies ● Keep records and documentation up to date and confidential **Referral Procedures: Learning Support and Counselling.** ➢ Teacher approaches member of the Learning Support team; ➢ Referral form is shared; ➢ Teacher completes referral form; ➢ Student Support team discuss referral; ➢ A member of the Student Support team will assess the student through observations, book looks, screening and/or assessments; ➢ Feedback will be provided to the teacher and the student may receive support/intervention and an Individual Education Plan (IEP).	Learning Support Referral Form (Vice Principal (Pastoral))

Stages of Intervention:

SJII Elementary School uses a graduated three-stage response to students' additional learning needs. This graduated approach allows for a continuum of addressing students' needs across the school, and recognises that students' needs may be of a temporary nature.



Individual Education Plans (IEPs)

The information in an IEP provides a deeper understanding of a child's strengths and recommendations for support. If a child has a diagnosis, it will be stated on the IEP alongside recommended strategies for support. Additionally, some students may have goals, if required. Goals recorded will also be reviewed at a later stage on the status of its achievement.

Individual Education Plan (Vice Principal (Pastoral))

Counselling

Counselling is available for all students and the Counsellor may also meet with parents and teachers in order to support the child's needs. Parents may also initiate Counselling support for their child directly with the Counsellor. Regular communication will take place between the School Counsellor, class teacher, parents and any outside professionals.

Confidentiality

Information including assessments, IEP's and reports will be collected and stored in locked filing for the duration of a student's attendance at the school and for 2 years thereafter a child leaves the school (for learning support). All pastoral staff and relevant class teachers have access to the stored data for Learning Support.

The School Counsellor safeguards the confidentiality of information obtained during their provision of psychological services. Manually written case notes, for students involved in Counselling, and all relevant reports will be stored in a locked file. No access is given to staff or parents to the Counselling notes except when deemed necessary by the School Principal. If the School Counsellor believes the student is at risk of harm, to themselves or harming others, confidentiality will be broken in order to support the particular child. This will always be communicated at the outset of any counselling.

1.2. **English as an Additional Language (EAL Support)** **Referrals and Procedures** Upon application for admission to the school all potential applicants are expected to meet specific admissions criteria as outlined in the school's Student Selection and Admissions manual. Apart from specific academic ability and school readiness, a sufficient level of receptive and expressive English ability is required. Applicants who have thus far been schooled in a language other than English, or have a common family language that does not include English as a primary language will furthermore be required to be assessed for English Language Proficiency. Prep 1 and Prep 2 applicants shall be assessed by the Head of Phase (Preparatory) who shall determine their suitability, including language-learning potential to enter into SJIIES. For applicants applying from Grades 1- 6, the Admissions Officer will make use of the Oxford Placement Test Junior (OPT-J) to determine an approximate level of proficiency. Students (Grades 1-6) achieving a level of B2 and above, as determined by the Common European Framework for Reference (CEFR) and measured by the OPT-J will be deemed to be suitably proficient to access the curriculum with little or no further English language support offered. Students (Grades 1- 6) not meeting the B2 proficiency level as assessed through the OPT-J will be referred to the EAL Support Teachers who may recommend further assessment, or in consultation with the principal, suggest a place for admission to the school subject to availability of school personnel who are able to provide additional EAL support. **Referrals for students already enrolled:** For students already enrolled in the school, there may be times whereby a student who was not initially identified as needing additional English Language Learning support is identified as requiring more language support. In this case, the class teacher will communicate such concern with the student's family and complete an online Student Support Referral form. **EAL Support Structures** From January 2020 until December 2020, following the above-mentioned referral protocol, students meeting the criteria for EAL Support will be provided with two levels of support: **Prep 1 and Prep 2:** No formal language support will be offered by the EAL Support Teacher to children in Prep 1 and Prep 2. The EAL Support teachers shall, in consultation with the classroom teachers continue to monitor levels of English learning ability of the Prep 1 and Prep 2 students. Where appropriate the School shall provide training opportunities through PLC groups, readings and internal and external providers to further enhance the language learning potential of these students.	Oxford Placement Test Junior (OPT-J) (Admissions Department)

Grades 1- 6:

<u>In-class Support:</u> Students identified as requiring minimal additional EAL support shall be placed on the Learning Support Register and will be offered in-class support (2-4 times per week) through an EAL Support Teacher. The EAL support shall occur in the natural teaching and learning environment of the student and will draw upon opportunities found within the classroom to develop English ability. The EAL Support Teacher will also be responsible for developing suitable curricular learning opportunities in consultation with the classroom teacher for ongoing language development. The EAL Support Teacher shall also be responsible for ensuring that any child on the EAL register is provided with adequate opportunity to access the curriculum through access to fair assessment practices, additional time if needed and access to multilingual dictionaries and resource material.

Learning Support Register (EAL Support Teacher)

<u>Out-of class Support</u>: Students referred for EAL Support due to difficulties fully accessing and engaging with the curriculum will be assessed, placed on the EAL register and be provided with in-class support and after consultation with the classroom teacher and family, be provided with the services described above (in-class support). Additionally, these children will also be placed in a pull-out EAL support programme. The nature and duration of such support will depend on the age and existing language ability of each student- usually two-four times/ week. The timing of such lessons shall be in consultation with the classroom teacher. While formative assessment shall be ongoing and take place throughout the year, summative evaluation using the WIDA® Model shall occur twice per year. Students achieving a *Bridging* (Level 5) result will, in consultation with the classroom teacher, be reduced to in-class support or no EAL Support**.**

Tracking:

All students identified as requiring EAL Support (either through the admissions process or through a classroom referral process) will be required to have a learner file opened and stored electronically and in hard copy. Such file shall include any referral concerns and comments, work samples, assessment results and discussion notes with parents and fellow teachers.

Once students have been identified as requiring EAL support, a note is to be made on the student's well-being profile indicating the required support and any support offered.

Learner file / Well-being Profile (EAL Support Teacher)

Links to other departments:

The role of the Classroom Teacher

SJIIES acknowledges the role of the classroom teacher as the primary teacher of English Language development. All teachers should become familiar with the CEFR levels and what an expected level of English proficiency for that particular Grade should look like. Wherever possible, consideration should be given to the cultural and linguistic backgrounds of each student and the linguistic and cultural differences celebrated. Where opportunity arises the teaching theory of translanguaging can be included and celebrated.

PASS/Data Triangulation Report (VP (Assessment & PD)

The classroom teacher is also encouraged to consider the use and development of English language structures and vocabulary in their lesson planning and teaching. Opportunities should be made within all areas of

	learning for students to have the opportunity to speak, write, read and listen to various models of English usage. All decisions concerning a student's level of EAL support or status will be made collaboratively by the classroom teacher and the EAL Support Teacher. Furthermore, the class teacher is ultimately responsible for overall teaching, learning, assessment, recording and reporting for all students in their class. **Learning Support and EAL** If an EAL Support teacher has concerns regarding a student on EAL support, they should discuss concerns with the Class Teacher who may begin the Learning Support referral process. If a student is supported by both the EAL and LS Departments all decisions concerning the student's support will go through the class teacher and will be discussed at Pastoral Support Level. All students in Elementary School who receive learning support and/or with a diagnosis will be recorded in the Learning Support Register for tracking purposes.	Learning Support Register (VP (Pastoral) / Learning Support Teacher / EAL Teacher)
1.3.	**Pupil Attitudes to Self and School (PASS)** PASS is a psychometric assessment specifically designed to spot attitudinal or emotional issues (such as such as low self-regard or attitudes to attendance) in children before they impact on school performance, and allows teachers in the School to take appropriate intervention actions. The PASS survey is taken by students from Grade 2 to 6 once a year, and results are generated from the external developer (GL Assessment). PASS data is utilised along with PTE/PTM/CAT4 data during data triangulation meetings involving the ES Vice Principal(s), Learning Support Team, and Grade Team. The purpose of the data triangulation meeting is to make sure that the relevant student support and extension provision are put in place for students and that all teachers have the support they need for any difficulties they may face.	
2.	**Providing Periodic Progress Report (academic and non-academic achievements)**	
2.1.	Progress reports are to be issued for all students throughout the year and provided to parents/guardians (where applicable). Reference should be made to the Student Assessment manual. Reference to non-academic achievements for students to promote positive behaviour (e.g. WOW cards) should be made to the Behaviour Policy manual.	
3.	**Evaluation of Student Learning Support Intervention Measures for Effectiveness and Reviewing the Process of Learning Support for Continual Improvement**	
3.1.	The Vice Principal(s) and the Learning Support Team will meet regularly to discuss on the students who require learning support, as well as to	

	evaluate the various actions and measures taken for these students. Discussions are recorded in the Pastoral Team Meeting Minutes.	Pastoral Team Meeting Minutes (VP (Pastoral))
3.2.	The Elementary School Counsellor will also create an Elementary School Counselling End of Year Report to summarise the different counselling approaches taken for students throughout the year, and also recommend on follow up actions be taken for the following year. The report will then be shared to the VP (Pastoral) and the Learning Support team for discussion and follow up	Elementary School Counselling End of Year Report (Elementary School Counsellor)
3.3.	**English as an Additional Language (EAL Support)** **<u>Exit Points:</u>** While entry into the EAL Support programme will be through the OPT-J, internal monitoring of English language development and growth will be tracked through the WIDA® *Can Do Descriptors* in tandem with the *Performance Definitions*. Formal assessment will take place twice per year, but informal assessment is ongoing. Once students are reaching Bridging (Level 5), a discussion with family members, classroom teacher and EAL Support teacher will take place and a decision to reduce or maintain additional EAL Support will take place. **<u>Transition to High School:</u>** The EAL Support Coordinator from the Elementary School will meet with EAL Support Coordinator from the High School in June of each year to discuss transition into High School for students requiring EAL support in Grade 7. SJII High School may also require an assessment of all EAL students in Grade 6 to determine language proficiency levels in order to assist with administration and resources for planning for the year ahead. The EAL Learning Support Teacher will also create an Elementary School EAL End of Year Report to summarise the different EAL approaches taken for students throughout the year, and also recommend on follow up actions be taken for the following year. The report will then be shared to the VP (Pastoral) and the Learning Support team for discussion and follow up.	Elementary School EAL End of Year Report (EAL Learning Support Teacher)
3.4.	**Pupil Attitudes to Self and School (PASS)** The Vice Principal/s and Learning Support Team will meet with Grade teams to discuss the progress, attainment and needs of students in their Grade. At this review meeting, all needs, whether Gifted and Talented, SEN or behavioural are noted. The Learning Support Coordinator may also be involved in these meetings. Triangulation Meetings take place in Term 1 and is supported by PT, CAT4 and PASS data, Well Being Profiles and information from the previous teacher. Relevant assessment data will also be utilised as part of the curriculum reviews conducted. Data triangulation will also serve as a platform for staff involved to discuss and evaluate the intervention measures used for students who require learning support, identified through PT, CAT4 and PASS data.	
4.	**Reviewing the Process of Learning Support for Continual Improvement**	
4.1.	As part of an overall evaluation of effectiveness of the different intervention measures taking through the various learning support	

	systems, the School will track the % of students in Grade 6 who progresses into High School (Grade 7) successfully. 4.2. The ES Student Learning policy and procedures would also be reviewed on an annual basis through the following platforms: - ● Internal review by respective process owners using the Internal Review Form ● Internal assessment by QA Department using the Internal Assessment Report	Internal Review Form/ Internal Assessment Report (QA Department)

SYSTEMS & REVIEW

S/N	**SYSTEMS** (Desired outcomes for integrated processes)	**REVIEW** (Outcome indicators for evaluation of effectiveness of related Approach, Process and System)	Related processes that are integrated that leads to a desired outcome.
1	Learning support provided, including intervention measures are effective in ensuring students achieve desired learning outcomes	a. % of students who are eligible to progress to the next grade in the next academic year.	● Process of Student Learning