

## ELIP POLICY

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### **MYP Assessment Think Tank**

**Present:** Anne L., Viviana, Bart-Jan, Stavros

**Date/time:** Thursday 20 August 2015, 10.15-11.00

**Topic:** assessment for ELIP students

### **PROPOSAL**

#### **Key message:-**

*Inclusion to all aspects of learning and no exclusion from the everyday school life.*

#### **Guidelines:-**

- ELIP lessons could use the subjects' content (if possible) as part of the ELIP curriculum.
- Subject teachers and ELIP teachers should strengthen their communication to clarify the ELIP students' learning expectations.
- Stronger dialogue between home and school to support the students in their acquisition of the English language also outside school hours.
- A buddy system between younger and older students who have the same best language to support English language acquisition.

#### **Timeline & actions:-**

The entry/transition/exit terms refer to 3-months blocks that may coincide with the school terms.

#### **Entry term:-**

- Students attend the ELIP class for 3 months.
- Students attend their normal classes as much as possible.
- Subject teachers simplified the unit tasks if possible. For example, they may offer the students simplified texts, images instead of text or text in the students' best language.
- Students participate in the assessment tasks, but they only receive written/oral comments and not grades.
- Students do not receive any LoCs.
- In the report card, there are only subject comments. If the comments are repetitive, the mentor might decide to summarise them and write a general comment.
- The parents receive every month a short mentor update with teachers' recommendations for supporting the student learning at home.

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### Transition term:

- Students exit ELIP and enter the appropriate LA phase.
- Students attend all the classes.
- Students keep receiving tasks with simplified language/visual aids/in their best language if possible.
- Individual teachers decide whether students are ready to participate in the mainstream assessment or they should still receive comments.
- Report cards might be a combination of comments and grades.
- Students receive LoCs only if they participate in the mainstream assessment of a particular subject.
- The parents receive every month a short mentor update with teachers' recommendations for supporting the student learning at home.

### Exit term:

- The students attend all classes and fully participate in the mainstream assessment.
- The mentor keeps an open communication with the parents. A level 1-2 in a subject can be the starting point (and not the end) of the developmental process.
- Only the exit term assessment will be used for promotion or other decisions.
- Any issues related to English language development during this term will be discussed with the mentor, the SSL and the SEN teams. These teams will suggest actions and employ interventions.