

ALFRI – Accreditation by Language for Results International Outline of the Accreditation Process



*“It’s really been quite instrumental in not just moving our practice forward, but our conversations, our professional relationships, so it’s been **an exceptionally important piece of work**. Thank you.”*

Head of Secondary, Baleares International College



ALFRI – Accreditation by Language for Results International Outline of the Accreditation Process

This document provides information on the ALFRI accreditation scheme to candidate schools, including an:

- Overview of the accreditation scheme, its purposes and benefits to the school;
- Outline of the stages of the accreditation process;
- Outline of the assessment criteria.

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What is ALFRI?

Accreditation by Language for Results International (ALFRI) is an accreditation scheme for international schools to demonstrate the quality of their EAL provision. It is run by [The Bell Foundation](#).

The ALFRI scheme supports international schools to evaluate, develop and improve their leadership and educational provision for plurilingual pupils who use English as an Additional Language (EAL). It has a specific specialist focus on improving the learning of plurilingual learners who require English language support and has been designed to supplement general accreditation schemes for international schools.

What are the purposes of ALFRI?

ALFRI is an accreditation scheme which focuses solely on the quality of EAL provision in international schools, and as such offers a specialist focus not found in other more general accreditation schemes. However, ALFRI can – and should – be used alongside the more generic schemes to enable international schools to focus on EAL provision.

The purpose of the ALFRI accreditation scheme is to support international schools to improve their EAL provision across the whole school by developing, establishing and maintaining quality standards for the leadership and educational provision for plurilingual learners who use EAL.

Why should your school undertake ALFRI?

The accreditation process aims to:

Raise the profile and quality of EAL provision across the whole school.

Guide school leaders and Heads of EAL to develop a clear vision and practical plan for further development of EAL provision.

Provide access to EAL experts to advise and guide schools through the process.

Promote opportunities for self-reflection on EAL provision and teaching and learning practices within an international setting.

Support schools in adopting whole school, collaborative working practices to embedding effective provision for plurilingual pupils who use EAL.

Schools that successfully complete the accreditation process will receive the following quality mark for use on promotional materials and a certificate.



The quality mark can be used to:

Highlight the quality of the EAL provision the school offers.

Demonstrate to prospective and existing parents and learners, governing bodies and other relevant stakeholders that the school:

- Takes EAL provision seriously.
- Meets quality standards of EAL leadership and provision.
- Implements an inclusive curriculum which promotes effective language development alongside subject learning for plurilingual learners.

Show prospective staff that the school has a proactive approach to professional development regarding EAL.

Allow schools to stand out from the competition.

Given its specific streamlined focus on EAL and the fact that it functions entirely online, ALFRI offers an affordable and worthwhile proposition for international schools to demonstrate the quality of their EAL provision.

Overview of the accreditation process

Accreditation by Language for Results International is developmental and rooted in both self-evaluation and external support and challenge.

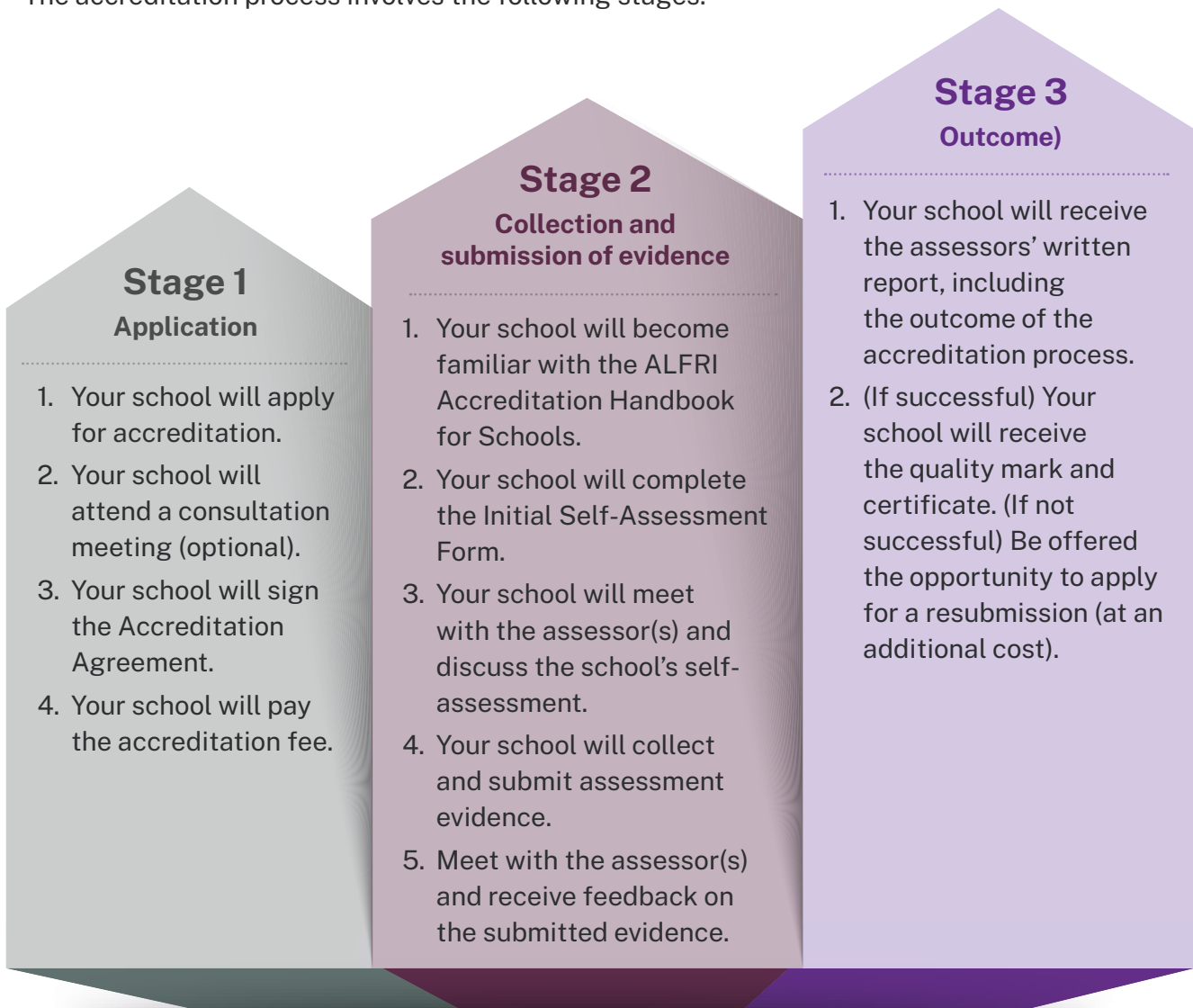
It is **developmental** in that it supports candidate schools to achieve their desired systemic change and impact for the benefit of learners who use EAL and the school community as a whole.

It is **rooted in self-assessment**, as candidate schools will actively contribute to the process through thorough and intentional assessment of and reflection on the current state of their EAL provision. The self-assessment will pose guiding questions to help direct reflection.

The accreditation process is entirely digital, conducted via electronic correspondence, online meetings and the submission of an electronic portfolio of evidence via a secure online learning platform. Language for Results International assessors will guide your school through the process and will be available for consultation throughout.

Accreditation will be granted once a school has successfully completed the full accreditation process and demonstrated that it meets the required criteria.

The accreditation process involves the following stages:



How long does the accreditation process take?

This depends on the starting point of your school. Individual timescales for the collection and submission of evidence will be agreed with each school in the self-assessment meeting at the beginning of Stage 2, based on the school's self-assessment.

However, the aim is to complete the accreditation process (from the signing of the Accreditation Agreement to receiving the outcome of the accreditation) within a six-month timeframe.

Who is involved in the accreditation process?

Each school will need to allocate a minimum of one key liaison person to lead on the accreditation process within their school. Full details on the roles and responsibilities of the liaison and wider school team are available in the Accreditation Handbook.

Language for Results International assessors will guide your school through the process and will be available for consultation throughout. The assessors are experienced EAL professionals, employed and trained by The Bell Foundation.

Overview of ALFRI assessment criteria

The ALFRI assessment criteria are used in Stage 2 of the accreditation process for both the school's self-assessment of their EAL provision and the assessors' evaluation of the same, using the evidence submitted by the school.

The assessment criteria focus on seven dimensions of EAL provision:

- 1 Inclusive vision, values, attitudes and behaviours.
- 2 Inclusive governance and leadership for EAL.
- 3 Whole-school language(s) policy.
- 4 Continuing professional development and learning (CPDL) for EAL.
- 5 Assessment and placement of plurilingual pupils.
- 6 Curriculum, teaching and support of plurilingual pupils.
- 7 Learning of plurilingual pupils.

For each of these dimensions, the scheme recognises four stages of development:

1. Not yet started
2. Ready to start
3. Implementing
4. Exemplary/leading

Detailed descriptors are provided for each stage of development in each of the seven dimensions. These descriptors identify specific characteristics, behaviours and practices to allow users to assess where the school is on its developmental journey. For example, for dimension 7 – Learning of plurilingual pupils the descriptors are as follows:

	Not Yet Started	Ready to Start	Implementing	Exemplary/Leading
Overall	The school has no policies, systems and procedures in aEAL provision.	The school is developing or has developed policies, systems and procedures to enable effective EAL provision.	The school has started enacting the policies, systems and procedures. This leads to effective practices and good results overall.	Implementation of policies, systems, procedures and practices is consistent and leads to exceptional performance across the whole school. The school is an outstanding model for other schools to learn from.
7. Learning of plurilingual pupils	Overall, plurilingual learners tend not to make sufficient progress in their social, academic and language development.	Overall, plurilingual learners access the curriculum and make satisfactory progress with substantial support from the classroom teacher and/or EAL specialist.	Plurilingual learners generally make good progress in their social, academic and language development. They understand and deploy age-appropriate language and literacies of individual school subjects.	Plurilingual learners consistently make above-average progress in their social, academic and language development. They use their existing language repertoires in class and when working independently to support their learning. They actively develop a plurilingual identity and belonging as global citizens.

Outcome of accreditation

To be awarded accreditation, your school will need to demonstrate that it is at the ‘Implementing’ stage of development (or above) in each of the seven dimensions.

N.B. We recognise that international schools operate in very different contexts and that therefore not all criteria may be relevant in all cases. In such situations, and where the failure to meet all the descriptors has no significant negative impact on the overall quality of the school’s EAL provision, the assessors may use their judgement to recommend that the school be awarded accreditation nonetheless. However, this is fully at the assessors’ discretion and can only apply to a maximum of **one** dimension.

If your school meets the accreditation criteria, it will be accredited for the quality of its EAL provision for three years, during which time the school will be able to display a certificate of accreditation on the school premises and use the ALFRI quality mark on the school website and promotional literature. Six months before the accreditation expires, The Bell Foundation will contact the school regarding renewal.

If the school does not meet the accreditation criteria, the assessors' report will recommend specific actions to meet the criteria and the school will be given the option to submit further evidence.

Following resubmission, if it is decided that the areas for development identified in the initial accreditation report have been addressed, the school will be awarded accreditation. If it is decided that the school still does not meet the accreditation standards, accreditation will not be awarded. The school will need to wait 12 months before submitting a fresh application.

For information on the cost of Accreditation by Language for Results International, and resubmission (if required), please visit the Language for Results International for Schools page on the website.



“The ALFRI process has been incredibly smooth, and highly valuable to our schools. It allowed our schools to do a deep self-reflection on their EAL provision and teaching practices, as well as reflect on languages and multilingualism in an international environment. The accreditation process has highlighted strengths and set goals to achieve in areas still in need of development. The ALFRI framework allows our schools to set clear goals, embrace a common approach to catering for EAL students, and makes sure that we are all walking in the same direction. For us as a group, the ALFRI process ties into our group goals, and allows us to bring the best of EAL tuition to our students. We are looking forward to our next accreditation rounds.”

E-Learning Manager, Orbital Group



Next steps

We hope this document has answered all your questions about the ALFRI accreditation process. However, if you still have any queries, please do not hesitate to contact us on international@bell-foundation.org.uk. A member of our team will reply to your email within five working days.

Once your school is ready to apply, please complete the application form on the **Accreditation** page on the website. Once we have received it, a member of our team will then be in touch by email to explain next steps and to share a formal Accreditation Agreement with you.