



English as an Additional Language (EAL) Policy

Whole school:	Yes	WEBSITE
Statutory?	Yes	
Reviewed:	November 2022	
Next review:	November 2023	

INTRODUCTION

This policy details the school's arrangements to recognise and meet the needs of pupils who do not speak English as their first language. That is, pupils who have a mother tongue other than English and who are in the process of learning to use English as an Additional Language (EAL) through immersion in the curriculum and the broader life of the school. This policy is a whole school policy and applies to all pupils, including those in the EYFS.

King's Ely aims:

- to be proactive in removing barriers that stand in the way of our EAL pupils' learning and success;
- to meet our responsibilities to our EAL pupils by ensuring equal access to the academic, co-curricular and pastoral life of the school;
- to provide EAL pupils with a safe and welcoming environment where they are accepted, valued and encouraged to participate.

OBJECTIVES

School

- To ensure that all EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision;
- To ensure that EAL pupils attain academic levels and examination grades appropriate to their abilities;
- To monitor the progress of EAL pupils' acquisition of English, of their general achievement and of their attainment in examinations and assessments;
- To ensure that EAL pupils are given the opportunities for educational success that are equal to those of our English speaking pupils;
- To provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles

Pupils

- To gain the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts;
- To gain the knowledge and skills to use English to understand and produce written texts;
- To gain the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

ADMITTING NEW PUPILS

King's Ely Acremont

Depending on the age of the pupils an appropriate method of assessment will be used to judge the level of English support which would be required and to determine that progress in other core subjects is commensurate with the student's age. A decision will then be taken as to whether a place can be offered.

King's Ely Junior and King's Ely Senior

As with all potential pupils, entry is via interview, placement tests and references. However, EAL pupils will also be given a test specifically designed to measure their level of English language skills which includes the Password English test and a written assessed piece. Students will also have a face-to-face interview either in person or online with the Head of the relevant section of the school or in person at the school. Following assessments and interview, if appropriate, offers are made.

Offers of places may be conditional on agreement to specific EAL support at extra cost.

TEACHING AND LEARNING

The courses on offer at King's Ely focus specifically on the linguistic needs of the students by:

- Ensuring students' command and control of grammar and language structure is adequate to access mainstream lessons for A level;
- Developing the four academic skills of reading, writing, speaking and listening with particular reference to completing academic tasks;
- Focussing on developing both the active and receptive range of subject-specific vocabulary with an understanding of the social register (both formal and informal);
- Explicit teaching of the conventions and differences of spoken and written English;
- Providing a wide range of reading and listening materials that highlight the different ways in which English is used, particular with reference to understanding specific details for academic study;
- Ensuring that in all lessons there are effective opportunities for using English in speaking activities and that speaking is used to support writing;
- Where appropriate, encouraging students to transfer their knowledge, skills and understanding of their mother tongue;
- Supporting language development through formative assessment, focussing on grammatical accuracy, vocabulary range, language complexity and writing genres such as emails, reports, article and reviews;
- Helping students to improve their pronunciation through modelling, drilling and explicit focus on individual words and intonation;
- At all times promoting effective classroom note-taking and presentation skills, revision strategies and exam techniques

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Outside lessons, international students are fully integrated members of the school community with full and equal access to all co- and extra-curricular activities including but not limited to:

- All school sports, music and co-curricular activities
- The Duke of Edinburgh's Award Scheme
- The Language Leader Award programme
- Arts Awards
- School Debating teams
- Model UN

ASSESSMENT OF ENGLISH PROGRESS

When learning in an English-medium environment, EAL students' English skills will inevitably develop at different rates and to different levels. Some EAL students, once immersed in an English-medium environment, will make significant progress quite quickly and this often reflects learning habits such as reading, listening to and speaking English outside the classroom. Other students will struggle to achieve the levels of English necessary to access the curriculum and to become fully integrated into the school community.

It is therefore necessary to sustain a programme of EAL assessment, so that the school can advise parents with confidence on the language development of EAL students, with particular focus on whether a student has developed, or is likely to develop, the language skills necessary to successfully access the academic curriculum.

SOCIAL INTEGRATION

It is recognised that language plays a major role in an international student's ability to participate fully in the spiritual, moral, social and cultural life of the school beyond the classroom. The two key areas which are focused on to aid EAL students in this respect are awareness and confidence. Students need to be continually encouraged to speak in English as much as possible outside the classroom, but encouragement is also vital in terms of their participation in subject-based discussions. International students are also encouraged to take part in the language leader award and international week where they can teach and share their culture.

EAL students in the boarding environment

International students form a large part of our boarding community. Throughout their respective houses they are encouraged to speak English by Housemasters and Housemistresses and duty tutors and Matrons: this is especially true in communal areas such as common rooms and kitchens. Weekly meetings are held between the boarding HsMs, the Director of Boarding to highlight how students are coping and integrating in house. Feedback is circulated to respective tutors and teachers where issues have come to light. EAL students take part in House activities and weekend excursions for

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boarders; many are regular participators in weekend sporting fixtures too. Wherever possible we attempt to integrate different language speakers when dormitory beds are allocated which further encourages English to be spoken.

Staff Awareness and Attitude

It is vital that subject teachers remain aware of the particular needs of EAL students within their lessons and subject areas. However, the guiding principle must be that EAL students are gifted and talented on the SEN spectrum. These students are accessing curricula in a foreign country and in a second language and the level of achievement and skill involved in this should never be underestimated. Understanding, praise and support are vital components in helping EAL students succeed in any subject area. Likewise, staff should not hesitate to contact the EAL department if they feel an EAL student is finding their subject particularly challenging. The sooner the issue is raised, the earlier support can be offered. Masterclasses in supporting staff are run to help staff who are new to the teaching of EAL students.

Encouraging Participation

Teachers should consider carefully EAL students' seating positions in class. Encouraging them to sit near the front will improve clarity of hearing. EAL students may be very reluctant to contribute verbally in class discussion when native speakers are present. Again, encouraging them to sit at the front will mean that they will not be speaking 'across' native speakers. Any ridiculing of an EAL student's verbal contribution should be dealt with swiftly and severely. Gentle targeting of EAL students, lots of praise and building on their contributions will all engender confidence in participating in class discussion or offering verbal answers.

Creating a language focus within the classroom will assist EAL students. Dedicating a section of a display board to a *key topic vocabulary for the lesson* or ending each teaching session with a quick vocabulary quiz for ALL students will also benefit them; native speakers will probably appreciate the technique too.

International students are a wonderful resource and teachers are encouraged to use them as such. This will build the student's confidence and increase his/her sense of worth and belonging, as well as impress upon native speakers the great wealth of cultural knowledge that is available because of the presence of international students in their midst.

Pre-teaching and Resources

EAL students will benefit from being given preparation material prior to lessons. This will not only be of practical use but will also help to engender confidence and participation during lessons. Giving EAL students the opportunity to pre-read lesson text is also desirable as they will often read at a slower pace during lesson time than native speakers and will need to consult a dictionary at times.

Whenever possible, teachers should provide EAL students with photocopies of text and notes so that the students can annotate their copies to aid understanding. The language used in teaching materials

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should not be simplified, but difficult vocabulary should be accompanied by a definition in parenthesis and students encouraged to write it up in their memory books.

During the Lesson

There are several considerations in terms of teaching technique within lessons which need to be focused on when international students are present. Firstly, board writing needs to be very clear and easy to read. One of the key focus areas for all teaching at King's is clarity and communication. All students, particularly EAL learners will benefit from:

- Clear written aims and learning objectives on the board and presentation
- Linking the lesson to the coursebook/scheme of work/exam
- Appropriate quantity of written text on slides and presentations
- Use of visuals, diagrams and infographics to support explanation
- Avoidance of specific cultural examples, especially British ones
- Checking understanding via think-pair-share, think time and mini-white board work
- Awareness of pace of spoken delivery, use of voice and volume
- Avoidance of idiomatic, colloquial or overly informal English
- With particularly difficult vocabulary, pronunciation should be **repeated**, a **definition** given (preferably written on board) and the word should be **contextualised**.

Essay writing is an area in which EAL students may need support and guidance. They will benefit greatly from Cloze Procedure ¹exercises with model essays. At the beginning of courses teachers may find it necessary to provide international students with essay structure templates which provide topic sentences for paragraphs.

International students will often be tempted during lessons to discuss work with compatriots in their mother tongue. This needs to be discouraged as non-native speakers need to practise verbalising subject-specific concepts in English. The only time that it is acceptable to use their native language is when they are directly translating vocabulary for another student to aid understanding.

Assessment/Target setting

Students are expected to complete the tasks set in the mainstream lesson to the same level as their year group. Some subjects such as History/Geography and Religious Education are harder due to the density of vocabulary. Here support is given with prep if need be to ensure the student keeps up with the level of the class. Targets are set and reviewed after each exam. Difficulty of the task will move up as the student moves through the year and through their course. English as a First Language classes are a case apart and some time will always be given over in EAL lessons to help the student plan and structure responses to writing and if need be to discuss the set text and ensure a thorough

¹ A **cloze test** is an exercise consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text.

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understanding of the book. The EAL student may in early years not have sufficient vocabulary to produce comparable work with their peers but by year 11 they are expected to be gaining at least a pass.

Student Responsibility

International students have chosen to attend a school in a foreign country, and which operates in a language that is not their mother tongue. As a result of this choice, they must be aware of the potential challenges and demands that they will face in accessing a curriculum in their second language. It is therefore inherent in the life of an EAL student at King's that additional work and preparation is required if they are to succeed. The onus is very much on the student to improve their language skills by reading and speaking English as much as possible outside the classroom, and to put in the additional effort required to make sure that they are prepared for lessons and consolidate what they have learned. This will, of course, be supported by staff in general and the EAL Department in particular, through implementation of the policies detailed in this document. However, the key message is that language difficulties are not an excuse for lack of effort and staff need to impress this fact upon students whenever necessary.

An international student with the right attitude and level of application will have every chance to succeed at King's; indeed, we have had EAL students in the past who have attained the prestigious honour of being appointed King's or Queen's scholars – a tremendous achievement in itself, but particularly impressive when the student has been learning in a second language environment.

King's Ely Junior

Subject-specific Support

Within Key Stage 2, EAL students are provided with subject-support time during specialist EAL lessons within their general timetable. For most of their lessons they will be taught within mixed ability classes or ability groups/sets but they will come out of their class for their EAL lessons. EAL students in years 7 and 8 are given subject-support time during up to three weekly, timetabled EAL lessons. The need for this support can be initiated by a member of staff or student.

APPENDIX ONE - EARLY YEARS FOUNDATION STAGE

English as a Second or Other Language (EAL) and Bilingual Support (BS) Policy.

King's Ely ensures that we are able to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home and to ensure that they have sufficient opportunities to learn and reach a good standard of English.

Children who speak English as a Second or Other Language (EAL) are entitled to equal access to the whole curriculum and to assessment procedures. Children learning EAL are most vulnerable to poor outcomes at the end of the Foundation Stage and beyond.

We must ensure all children with EAL needs have supported access to the curriculum, children with EAL are not labelled as having Special Educational Needs, bilingualism is seen as an asset and a learning opportunity, and communication with parents is effective. When assessing a child with EAL, their lack of English will not inhibit our understanding of their ability in other areas.

Entering the EYFS:

- During the Pre Nursery visits record the child's language background and first language skills through 'Parent Information Sheets';
- Check spelling and pronunciation of the child's name;
- Record cultural and religious information at admission, including customs, diet, festivals, worship. Explain that King's Ely has a Christian ethos but welcomes staff and children from many different ethnic groups;
- Reassure parents that continued use of first language at home will support their child's developing use of the English language, and broaden their potential for learning;
- Wherever possible, work with bilingual staff and students to:
 - provide positive role models
 - raise self-esteem
 - provide religious/cultural advice
 - support understanding, concept development and assessment
 - support home-school links