



English as an Additional Language (EAL) Policy

Whole school:	Yes	WEBSITE
Statutory?	Yes	
Reviewed:	September 2019	
Next review:	December 2021	

King's Ely EAL Policy

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 curriculum (and other educational opportunities) and the achievement of their educational potential;
- to provide EAL pupils with a safe and welcoming environment where they are accepted, valued and encouraged to participate.

CONTEXT

Most EAL pupils attend King's Ely International where they are taught in small classes and are placed on either the 1-year GCSE Year 11 course or the Year 10 international programme. Furthermore, there are additional EAL pupils integrated throughout King's Ely some of whom receive additional support English language support. In years 12 and 13 approximately 30% of the cohort is international and they have 2 hours per week of taught EAL to achieve the required level in IELTS exam for university entry.

Our EAL pupils generally come from a range of ethnic groups and cultures, have different linguistic backgrounds and arrive at King's Ely having had varying degrees of exposure to the English language and British culture. The school recognises that the multilingualism of our EAL pupils enriches our school and our community.

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;

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- 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 – EAL pupils are not a homogenous group and their needs vary according to a range of factors;

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 Senior and King's Ely Junior (Specialist International Courses)

Entry will be via references, interviews and placement tests in maths, English and the student's mother tongue. A report from the student's current school will be required along with the completed placement tests. Students are also required to have a face to face interview either in person or in the form of an interview using 'Skype' to assess their level of spoken English. Following assessment if appropriate, offers are made.

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 with the Head of the relevant section of the school via Skype or Facetime or in person at the school. Following assessments and interview, if appropriate, offers are made.

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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.

TEACHING AND LEARNING

King's Ely Senior International

The courses on offer at King's Ely International provide the international students with up to 9 lessons of English a week which 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

In addition, in all subject areas, teachers ensure access to the curriculum and to assessment by:

- Using accessible texts and materials that is appropriate to the students' levels of English;
- Focusing on and explicit teaching of subject specific topic vocabulary essential to achieving the highest possible outcomes in examinations
- Providing contextual language support through use of ICT, video, visual or audio materials, dictionaries and translators;
- Ensuring that students are able to verbalise their subject-specific learning in English by encouraging pair and group discussions, effective questioning strategies and time to prepare their verbal answers.

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:

- The Duke of Edinburgh's Award Scheme

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- The Language Leader Award programme
- Arts Awards
- School Debating teams

King's Ely Senior

Subject-specific Support

EAL students in years 9 to 11 are given subject specific support time during timetabled EAL lessons if their level is B2.3 or below.

Year 9

Year 9 mainstream EAL students currently receive up to 4 lessons of subject-specific English language support

Year 10

Year 10 students have up to 3 lessons of EAL teaching, otherwise study a full mainstream timetable.

Year 11

Year 11 students also have up to 3 lessons of EAL support and the focus is on their GCSE First Language exam.

Year 9 International Program

Those students who apply to the school with a B1.3 to 2.2 level of English will receive up to 7 lessons of EAL and not study Modern Foreign Languages (French, Spanish or German lessons), classical civilisation, music and drama. The number of lessons of EAL varies depending on the students' aptitude and abilities in English.

Subject areas in which EAL students often require language support are history, business studies, economics, psychology and geography, as well GCSE English language and literature. The support could be as straightforward as help with a vocabulary list, whereas more in depth assistance often focuses on how to structure and phrase a written response. Staff and EAL students are regularly reminded of the availability of this support.

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

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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 is able to 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.

Programme of EAL Assessment

Before Entry

All pupils who wish to attend the King's School Ely must take the Password English test and gain a satisfactory result in line with their age and ability normally at least a B2.3 (70%) for year 12 and a B2.1 (60%) for Years 9 and 10. These levels are benchmarked to the Council for Europe Language Framework (CEFR)

On Entry

The Password English Language Test is repeated by all EAL students upon arrival to ensure that the results are up to date and can act as an accepted 'Baseline' result by which future progress can be measured. A sample of writing is also obtained, and a reading comprehension test is also carried out.

Termly- Year 9

Start of the year: The Password English Language Test
Reading/writing/listening and grammar tests

End of Summer Term

Cambridge First Exam (B2.1-2.3) or Cambridge Preliminary English Test (B1.1-1.3) depending on level

Termly -Years 10

Start of the year: The Password English Language Test
Reading/writing/listening and grammar test

End of Summer Term

IGCSE EAL exam

Year 11

Support for mainstream English so targets set depending on mainstream exams

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

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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 with the main stream.

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 and the Academic Director of KEI 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 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.

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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 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.

Key subject terminology can be focused on by providing 'word family' vocabulary sheets.

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 particular support and guidance. They will benefit greatly from Cloze Procedure ¹exercises with model essays. At the beginning of courses

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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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 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, International 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.

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King's Ely Junior International

The courses on offer at King's Ely Junior International (KEJi) provide the international students with 6 – 8 small group lessons of English a week with an ESOL specialist teacher. These lessons 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 at Year 9 when they transition to King's Ely Senior School
- 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 school 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

In addition, in all subject areas, teachers ensure access to the curriculum and to assessment by:

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- Focusing on and explicit teaching of subject specific topic vocabulary essential to achieving the highest possible outcomes in examinations
- Providing contextual language support through use of ICT, video, visual or audio materials, dictionaries and translators;
- Ensuring that students are able to verbalise their subject-specific learning in English by encouraging pair and group discussions, effective questioning strategies and time to prepare their verbal answers.

Outside of lessons, all students are encouraged to be part of the wider school community through the provision of a range of opportunities in the form of extra-curricular activities and clubs for students to engage in speaking and listening activities with peers and adults.

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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.

ASSESSMENT OF EAL YEARS 5/6/7/8

Termly:

Password test

Reading, Writing, Grammar and Listening test

Summer Term;

B1 Preliminary for Schools exam for years 6 and 7 and B2 First for Schools (depending on level) for year 8

These tests are conducted by an approved centre and externally assessed. The certification it gives is internationally recognised and valued by parents and National Education Authorities, if they return to continue their education at home.

Year 5 take internal exams: KEJi writing test and appropriate components of Cambridge A2/B1 exams depending on the level of the student.

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Provision is tailor-made to the needs to the pupils and is sometimes done on the basis of withdrawal from class. The techniques and strategies used will be a subset of those detailed for King's Senior, again dependent on the needs of the child.

FURTHER INFORMATION

Having a home language other than English is not a 'learning difficulty', EAL pupils are not placed on the Learning Support Register unless they have Special Educational Needs.

This policy should be read in conjunction with the following school policies:

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- Equal Opportunities and Diversity Policy;
- Admissions Policy;
- Additional Learning Needs and Special Educational Needs Policy.

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

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Supporting the child:

- Establish an appropriate key worker for building a relationship with both child and parent;
- Recognise that the child may experience a silent period but this is not seen as a passive stage of development. Adults should respond positively and encourage non-verbal communication;
- Where appropriate pair the child with confident, co-operative peers with strong English language skills;
- When carrying out observations, records will be made of all the child's communication skills including non-verbal gestures, body language and other signs of understanding;
- Through observations identify and support their schema for learning;
- Where possible provide opportunities for the school to value the child's home language e.g. through dual language stories and songs, encouraging first language use in role play and other activities to develop as well as maintain first language skills;
- After discussion with parents, use first language phrases during individual and group situations e.g. "Hello" during arrival, register and snack times, and positive reinforcement phrases;
- Use clear, natural speech and continue talking even when the child does not respond;
- Ensure the child is supported during whole group sessions with extra modelling of communication if required;
- Use lots of visual support, objects, pictures, non-verbal gestures;
- Give the child roles and tasks requiring little or no English e.g. choosing activity trays, choosing a story, helping at snack time, tidying up, and use positive reinforcement at all times;
- Enable the child to join in the full range of activities, this may require paired support;
- Use consistent routines, explained to child and parent so that the child knows what to expect. A visual timetable is a beneficial tool for this;
- Try to learn key words and phrases of the child's home language;
- Encourage children to use whichever language they are most comfortable with;
- Encourage visitors from the community, including parents and siblings, to help Nursery provide appropriate and relevant activities;
- Ensure child's home language are reflected in the equipment and resources the setting provides e.g. tapes, books, puzzles and posters, supported by contributions from parents;
- For our youngest children, introduce signing words to all children, thus offering an additional communication tool;
- Raise language awareness for all children, by learning words in other languages, and learning about other countries;
- Provide a language rich and communication friendly environment for all children

Partnership with Parents and Carer

- When an EAL family join, identify the various processes in which children with EAL can be supported (see above).
- Value, draw on and record parents' knowledge about their child through Parent Information sheets including full range of language skills and experiences.

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- Ensure effective two-way communication of information. Additional resources may be required.
- Display progress of child to parents through the use of 'Special Books' and the Interactive Learning Diary.
- Ensure communication with parents takes account of family's cultural and linguistic needs.
- Encourage parents' active participation in the Nursery through 'Culture Days' and through the themed curriculum e.g. using bilingual skills for storytelling and songs, sharing information and cultural food skills, celebratory occasions, skills and artefacts as appropriate.
- Aim to support effective communication with EAL parents through interpreters, bilingual staff, and other means.
- Encourage EAL parents to become knowledgeable about the Early Years Foundation Stage by actively involving them in the education of their children.