

## KING EDWARD'S SCHOOL POLICY DOCUMENT

**Title: EAL Policy**

Policy Category	Academic
Status	Approved
Approved by	WSMT
Current Author	TDB / CAL
Last Approved/Updated	January 2022
Frequency of Review	Annually
Date of Next Review	January 2023
Application	Whole School
Staff Responsibility	Headmaster

# **EAL Policy**

## **Introduction - Fundamental Principles**

In our school the teaching and learning, achievements, attitudes, and well-being of all our students are important. We encourage all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.

Schools as a whole have a role to play in creating a positive learning environment, which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. The whole school ethos should reflect the value placed on diversity and the respect accorded to all individuals. Support for a variety of learning needs should be seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

### **1. The Nature of Provision**

Provision for learning needs is best expressed in terms of 'learning support'. Learning support is an umbrella term indicating the provision for a variety of types and levels of need, including SEND, EAL, AG&T, and disabilities. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of effective differentiation, support for those responsible for teaching these pupils, and supplementary provision.

### **2. Defining EAL**

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

1. Newly arrived from a foreign country and school.
2. Newly arrived from a foreign country but an English-speaking school.
3. Born abroad but moved to England at some point earlier in their childhood.
4. Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision. EAL provision is available, in principle, to all pupils whose first language is not English. In practice, some EAL pupils will neither want nor need language support.

As a selective school, King Edward's Senior School is unlikely to have EAL beginner learners, although some pupils joining from abroad may go through an initial "silent period" as they get to grips with their new environment. The majority of bilingual pupils in KES are fluent in English when they join, have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another family language.

Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will have no specific language

support needs during their time at the school.

### **3. Principles of EAL Provision**

- EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities.
- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness.
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated. This may include encouraging pupils to sit an additional public examination in their first or bilingual language, sometimes at a younger age than is normal.

### **4 Aims of the policy**

The aims of this EAL policy are to define:

- the school's objectives regarding EAL and how these will be met
- the overall organisation and management of EAL provision in the school
- the nature and level of school support for EAL.

Reference has been made to the DfE document "Developing Quality Tuition, EAL", 2011.

### **5. The School's EAL Objectives**

- EAL pupils are identified and appropriate procedures are followed, if required, to ensure their needs are met and they achieve their potential.
- Procedures are in place to ensure teachers are aware of such pupils and supported in meeting their needs.
- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- They are actively encouraged to participate in extra-curricular activities.
- The views of the pupil are sought and taken into account.
- Parents and homestay parents, where relevant, are encouraged to play a role in the pupil's education.
- Appropriate resources are available and are used in the school.
- EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate.
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness.

## 6. Roles and Responsibilities

### The Senior School

A member of staff is employed to deliver EAL provision, if required, to overseas students who study at King Edward's for two years in the Sixth Form, usually before progressing to study at UK universities. Special arrangements have been put in place to ensure their EAL needs are supported to allow them to access the curriculum and help them adapt to living abroad. EAL provision and the associated pastoral support will also support and develop pupils' appreciation and knowledge of British culture, manners and behaviour.

The EAL teacher's responsibilities include:

- In conjunction with the Deputy Head (Pastoral) and the SENCo, developing, overseeing the implementation of, and reviewing the school's EAL policy.
- In conjunction with the Admissions Registrar and the SENCo, ensuring that EAL pupils are identified, assessed and, where relevant, monitored, including maintaining an up to date the EAL register and ensuring that relevant information is passed on to school staff.
- Providing teaching staff with guidance and support relating to effective teaching approaches and materials for EAL pupils.
- Providing feedback for parents/guardians and, where possible to involve them in decision making concerning EAL support.
- Giving additional individual or group language support to students who have not yet attained cognitive academic language proficiency. There is a charge for this support.

EAL provision is also a whole school responsibility. Class teachers should:

- Be aware of the pupils on the EAL register.
- Be aware of the influence of behaviour, attitude and cultural expectations.
- Liaise with the SENCo, the EAL teacher and the teacher responsible for mentoring overseas students.
- Plan their teaching to support language development.

## **The Junior School**

The SENCo is responsible for ensuring that EAL pupils are identified and that the school maintains a record of such pupils.

The SENCo will ensure that:

- EAL pupils have effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, non-threatening contexts will be provided.
- All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately.
- Extra support, where possible, is given within the classroom with the child being part of a small group and/or on an individual basis. If necessary, support will be given by the Learning Support Teacher in 1:1 or small group lessons taken outside the classroom, but at times to avoid missing the core curriculum subjects.
- Parents are fully involved in decisions made about their child.
- All school staff, including TAs and Supervisory Assistants are made aware of the linguistic needs of individual EAL children.
- Teachers develop strategies to support English language development. This should include prompts to the teacher on weekly plans where necessary.
- Teachers will review tasks and pupils progress and monitor these arrangements at regular intervals.
- EAL pupils are taught subject specific vocabulary for project work, mathematics, science, history and geography as well as for other subjects where appropriate.
- The Learning Support Teacher, TAs, the relevant class teachers, subject teachers and parents review all children being provided with EAL support on a regular basis.

## **The Pre-Prep School**

The Headteacher is responsible for EAL and maintains the school record of such children.

She will ensure that:

- When a new EAL child arrives the Class Teacher will complete the initial assessment. If deemed necessary, further assessment will be sought from the Ethnic Minority Achievement Service.
- If a Bi-Lingual Assistant is needed for an EAL child s/he will make an assessment of the child's first language ability.
- The Class Teacher in partnership with the Headteacher will identify a stage/level for EAL pupils using QCA: Common Scale for Assessment. Needs and areas for support will be identified on Individual Pupil EAL Plans.

- New pupils feel welcomed with two special friends “buddies”.
- A supportive environment is provided, with signs and books around the school in multi-lingual format. Children and families will be encouraged to share their culture, language and religion.
- EAL pupils have effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, non-threatening contexts will be provided.
- Pupils in the early stages of learning English who are literate are encouraged to record work in mother tongue, transferring to English as they become more proficient.
- EAL pupils are taught subject specific vocabulary for project work, mathematics, science, history and geography as well as for other subjects where appropriate.
- All school staff, including TAs and Supervisory Assistants are made aware of the linguistic needs of individual EAL children.
- The importance of home/school links are not underestimated.
- Parents are fully involved in decisions made about their child.

The School Assessment Leader will analyse and monitor performance of EAL pupils in comparison with the school as a whole.

The EAL Co-ordinator will liaise with SEMASS staff/ outside agencies on issues of placement, assessment, B.A.s and teaching strategies. Additionally, s/he will:

- support staff in the teaching of EAL pupils.
- be responsible for ensuring that EAL data collection procedures are carried out.
- monitor EAL provision in the school.
- write an Action Plan and Position Statement when necessary.

## **7. Identification**

The first step in providing for EAL pupils is to identify the EAL cohort. This is done on entry to the school by asking parents about first language/languages spoken in the home/mother tongue. Where pupils transition (from the Pre-Prep to the Junior School and from the Junior School and/or other schools to the Senior School), EAL information and any relevant record will be requested and passed on.

## **8. Assessment**

Methods used to assess the nature and extent of the need of identified EAL pupils include:

- An analysis of entrance examination papers, including a specifically written paper to assess the needs of applicants from our partner schools in China.
- Formal assessment in reading and spelling using NFER tests in the Junior School, Year 7 of the Senior School. and the results of IELTS tests for overseas applicants. In the Pre-Prep, the QCA: Common Scale for Assessment is used.
- Work sampling.
- Teachers' comments and observations.
- MidYIS tests in Year 7 and Year 9.
- Input from pupils.
- Input from parents.
- Input from previous schools.

On the basis of this information pupils' SIMS record may be updated accordingly and relevant staff will be alerted to this. The information will be used to assess the most appropriate provision for a particular pupil.

The school recognises that most EAL pupils needing support with their English do not have SEND needs. However, should SEND needs be identified, EAL pupils will have equal access to school SEND provision, in addition to EAL support. In the Junior School and Pre-Prep, where an EAL Pupil is also a SEND pupil the general learning difficulties will be referred to in the IPP whereas the EAL Plan will focus EAL issues and provision. All EAL plans will be kept alongside the class planning folder and any person observing a lesson.

## **9. Record Keeping and Monitoring**

Pupils' SIMS records allow the recording of relevant information about a pupil's first language and languages spoken at home and this information can be viewed by all teaching staff.

It is updated annually or when information changes.

## **10. Provision**

### **Language Support in the Classroom**

Language support is best provided within the classroom wherever possible, as time out of subject lessons may cause pupils to fall behind in the curriculum. More importantly, the curriculum offers an ideal platform for language learning, as it offers pupils the chance to practice all four language skills, (speaking, listening, reading and writing), with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge.

However, exposure to English alone without explicit teaching of the range of registers of spoken English and written academic language required will not usually be sufficient to

ensure continued progress for bilingual learners beyond the initial stages. An EAL pupil can reach the BICS (Basic Interpersonal Communicative Skills) stage within 2 years of exposure to English, but may take a minimum of 5 years and usually longer to acquire CALP (Cognitive Academic Language Proficiency) to the level of their EMT (English as a mother tongue) peers. However, because pupils appear fluent in everyday social language, they can be at risk of 'plateauing' at this stage and teachers may remain unaware of the need for explicit teaching of academic language.

A supportive classroom environment enriches the language content of the lesson, whatever the subject discipline. Language enrichment has been shown to benefit both EAL and EMT pupils, and all teachers should take on the role of teachers of language in the context of their subject.

## **In the Junior School**

All teachers design learning activities in ways that enable pupils with EAL to access them, thereby providing full access to the curriculum. There are a range of groupings used in the classrooms to encourage involvement at different levels and opportunities are given for children to work at their own pace with and without support. There is a dedicated Learning Support room and a smaller room available for individual or group work, where EAL children may also be given support. There are resources available within these rooms and throughout the school to help support a child's language development. These resources include a variety of activities, games and software to enable the pupils to benefit from multi-sensory learning.

## **In the Pre-Prep School**

Pupils learning English as an additional language are entitled to the full Curriculum. The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. Teachers will develop strategies to support English language development, as identified on EAL Plans. This should include prompts to the teacher on weekly plans. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start. All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately.

Teachers are responsible for:

- Planning tasks to ensure effective use of Teaching Assistants.
- Reviewing tasks and pupil progress and monitoring arrangements at regular intervals (each half-term).

To present positive images of those experiences. Resources will include:



- Dual Language books in classrooms and libraries
- Multi-lingual signs and posters around the school and classrooms.
- Displays of languages.
- Language tapes of stories, poems and songs.
- Dual language I.T. programmes.
- Language and vocabulary games.

### **Language Enriched Teaching**

Subject teachers of EAL pupils are encouraged to:

- Analyse the language demands of lesson content, in order to understand how each lesson can promote language as well as content learning;
- Preview language objectives alongside other aims at the beginning of the lesson;
- Provide ample opportunities for talk – pair work, collaborative activities etc. (whilst being aware that pupils with EAL may need time before being able or confident to engage in speaking) and model spoken structures, for example using frameworks for talking and active listening tasks;
- Encourage pupil responses and promote interaction using different forms of questioning:
  - closed and open, concrete and abstract, etc.;
  - Allow pupils ‘time to think’ before answering questions;
- Scaffold reading activities, for example using paired reading and directed activities related to texts (DARTs);
- Scaffold writing tasks, for example matching, sequencing, providing writing frames and word banks;
- Teach language skills explicitly, including demonstrating grammar conventions (e.g., the use of connectives in essay writing), with opportunities to practice language use;
- Focus on developing - and providing the language for – higher-order thinking skills such as hypothesising, evaluating, inferring, generalising etc.;
- Prepare resources that support the development of pupils’ language skills and understanding, including visuals or graphic organisers (for example timelines, tree diagrams, flow charts, tables, graphs, pie charts and cycle diagrams) to support understanding of key words and concepts;
- Develop increased opportunities for all pupils to be taught subjects through arts activities such as art and design, music, drama and dance;
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning;

- Allow pupils time to summarise and reflect on what they have learned at the end of a lesson;
- Integrate speaking, listening, reading and writing, and use one language skill to support and reinforce another;

### **11. Additional Support**

Most EAL pupils will thrive in a language enriched classroom without further intervention. Others may require additional help. This is provided by a specialist EAL teacher through individual or small group support outside lesson times in the Senior School. In the Junior School and Pre-Prep children may be withdrawn from classes. There is an extra charge for this support.

### **12 . Examination Arrangements**

Senior School

For public examinations, the JCQ (Joint Council for Qualifications) regulations regarding the use of bilingual dictionaries and any permitted extra-time or other access arrangements will be followed for EAL students. Should an EAL student have a SEN that qualifies for an access arrangement, that will be dealt with as for any other SEN student, within the JCQ regulations.