The King's School Canterbury

VATTANACVILLE

English As An Additional Language Policy
2023 - 2024

Reviewed: May 2024
Review Frequency: 2 years
Next Review: May 2026
Governor sign off: Yes/No

INTRODUCTION

This policy details our arrangements to recognise and meet the needs of students who are learning English as an additional language (EAL), i.e. students who have a first language other than English and who are in the process of learning to use English as an additional language through immersion in the school curriculum and the broader life of the school.

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English.' (DfE Schools, Pupils and their Characteristics July 2020)

The school is committed to making appropriate provision of teaching and resources for students for whom English is an additional language. The school will identify the needs of individual students at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the curriculum.

CONTEXT

Our EAL students come mainly from Cambodia. Some of our students speak Khmer as their first language although many are exposed to both Khmer and English at home. In addition, our students often have exposure to other languages. As our youngest learners are developing their communication and language skills, our students typically present with better receptive than expressive language. Our EAL students generally have supportive parents who value English language proficiency and want their children to do well academically.

AIMS

Equality

To be proactive in removing barriers that stand in the way of our EAL students' learning and success.

Diversity

To meet responsibilities to our EAL students by ensuring their equal access to the school's curriculum (and other educational opportunities) and the achievement of their educational potential.

Belonging and Cohesion

To provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

OBJECTIVES

School

- To ensure that all our EAL students participate in the life of the School, and gain access to appropriately planned and prepared mainstream curriculum provision.
- To ensure that our EAL students attain National Curriculum levels and public examination grades appropriate to their abilities.
- To seek, and make use of, appropriate advice, guidance, support and training.

- To assess and monitor the progress of our EAL students' acquisition of English, of their general achievement, of their attainment in public examinations/end of key stage assessments.

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

UNDERLYING PRINCIPLES

Our EAL students are entitled to opportunities for educational success that are equal to those of our English-speaking students.

EAL students are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs.

Well-planned, mainstream subject lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL students.

The multilingualism and multiculturalism of our EAL students enriches our school and our community.

Having a first language other than English is not a "learning difficulty". EAL students are not placed on SEN registers unless they have additional learning needs.

To become fully competent in the use of curriculum/academic English is a long process; students require long-term support. It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream

m teaching and learning experiences most of the time. This enables them to:

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

ROLES AND RESPONSIBILITIES
Within our School

There is a collective responsibility, held by all staff and the Board, to identify and remove barriers that stand in the way of our EAL students' learning and success.

The Individualised Learning Teacher (ILT) is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our School's work.

The Admissions Manager, in conjunction with the ILT, is responsible for identifying EAL students in order to ensure provision is appropriate for the student from the outset. EAL students will then be added to the EAL register.

The ILT delegates and shares information about EAL students; bringing the presence and needs of EAL students to the attention of colleagues and responding to information and needs highlighted by other members of staff.

The ILT is responsible for ensuring that EAL students are integrated into mainstream classes, have full access to the curriculum and are fully supported by the school systems.

Admitting new students

We follow the School's normal admissions procedures and also collect and record the following additional information:
- Country of origin.
- Student's first language.
- Other languages spoken at home/by student.
- Student's level of literacy in these languages.
- Links with students already in school.
- Student's educational background:
  - names, addresses and contact details of previous schools.
  - number of years in school.
  - subjects studied and languages used as medium of instruction.
  - any breaks in education.
  - any reports or certificates.
- Parents/guardians and students who are able to visit are taken on a tour of the school and introduced to key personnel, if possible by a team member with the same mother tongue.
- Parents/guardians and students are provided with appropriate information about the school.
- Care is taken to ensure we know how to say names and how to address parents and students appropriately.
- Any other relevant information.

TEACHING AND LEARNING

The school and its staff will:

- Plan for and provide appropriate stimuli for language development.
- Provide a secure, but intellectually challenging, learning environment.

- Encourage EAL students to use English by generating opportunities for active participation in lessons.
- Assign specific roles in group activities to ensure active participation by EAL students.
- Encourage EAL students to develop communication strategies, e.g., asking for clarification.
- Consider our own language use, ensuring it is simple and clear (avoiding figurative language unless this is being explicitly taught), with instructions given in the order in which they are to be completed and providing suitable contextual clues for EAL students.
- Provide good-language role-models for social interaction in learning activities.
- Be aware that our school culture and environment (e.g. teaching, learning, procedures, routines and practices) may differ from the school culture with that which our EAL students are familiar.
- Plan for and provide specific time for students with EAL needs.
- Be aware that an EAL student's social language (normally acquired in around two years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Allow EAL students to use first language when it will be beneficial to their learning.
- Teach topic/subject-relevant vocabulary, structures etc. where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Allow students to do some assessments orally.
- Ask students to rehearse answers with a partner before sharing aloud.
- Use additional adults to support discussion groups.
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia).
- Provide spoken and written, curriculum-specific, language models for EAL students e.g. writing frames.

- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness etc.) genre features and characteristics (narrative, reports etc.).
- Promote language and study skills and attitudes that enable EAL students to become independent learners.
- Make the purpose of reading explicit.
- Read aloud to pupils.
- Teach pupils how to find their way around textbooks and use index, contents, etc.
- Show pupils how to write questions before starting research.

- Help pupils decide whether to scan or skim read or close read.
- Ask pupils to transfer information from text to diagrams.
- Encourage and show pupils how to use the library for research and pleasure.
- Encourage parent/guardian participation in EAL students' learning.
- Constantly review and build our knowledge of and support of EAL students.
- Liaise closely and share information with EAL staff with a view to providing the best support possible.
- Ensure displays and resources reflect linguistic and cultural diversity.
- Monitor resources for reading and writing for cultural accessibility.
- Use translated materials and bilingual dictionaries.
- Use a range of resources to support students' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, recorded materials, computer software, podcasts, etc.
- Make sure pupils are clear about the purpose and audience for their writing.
- Point out the differences between speech and writing.
- Help pupils use appropriate levels of formality.
- Give pupils model texts before asking them to write.
- Show pupils how to organise writing using planning frameworks, graphic organisers.
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing.

Strategies for Supporting EAL Students

The Learning Enhancement Basics below are designed to help teachers support EAL pupils in lessons.

Make it Clear	Plan Ahead	In The Classroom	Prep and Marking
Use an accessible font such as Calibri, Trebuchet or Arial	Be aware of students' needs	Make key learning points clear at the start, check understanding and signpost the next lesson	Create an environment where it is OK to make mistakes
Size 12+ and 1.5 spacing on sheet	Plan for differentiation	Break down long tasks into manageable steps	Be realistic about what can be achieved in the allocated time

Size 20+ on presentation, pastel background	Pre-teach key topic vocabulary / provide glossaries	Present information in a variety of ways (diagrams / mind maps / videos / texts / flow charts etc.)	Allow knowledge to be presented in different ways, rather than always text-based
Justify left	Make longer texts available to students before the lesson	Allow thinking time and encourage collaboration	Use positive language when marking
Avoid *italics* and underlining	Provide marking criteria prior to task	Allow access to technology where appropriate to support research / extend vocabulary in creative	Correct spelling of key topic words
Use bold to highlight	Provide visual support / clear notes to support oral lesson content	Avoid cognitive overload: do not continue to teach whilst students are writing or expect them to make lengthy notes	Be explicit about grammar and punctuation expectations, and correct grammar errors where appropriate to
Avoid combining red and green text (colour blindness)	Provide writing frames	Only volunteers should read aloud	Provide realistic targets for future work
Number or bullet point key information	Provide annotated model answers	Review key vocabulary and content regularly	Make lesson presentations available to help with preps and revision

Placement in Teaching Groups/Classes for EAL students

The school will ensure that EAL students:

- have access to the whole curriculum as appropriate to language level.
- are taught with their peers.
- are placed in groups with fluent English speakers who will provide them with good language models.
- are placed in as high a group as possible i.e. with their intellectual/academic equals.
- are not automatically placed with students who have additional educational needs.

EAL Assessment, Record Keeping, and Information Transfer

- Initial assessment of an EAL student's level of English acquisition is carried out via an interview with the class teacher and Head of Early Years (EY students) or class teacher and Primary Coordinator (KS1 & KS2 pupils) or English teacher and Principal (KS3 pupils).
- As appropriate, reading and writing tasks will be administered to evaluate these aspects of a student's current levels.
- The school will regularly reassess EAL students' levels of English and make a record of that assessment.
- The school produces, in conjunction with each student at KS2 and above, an EAL passport which acts as an individualised plan to support them with their EAL needs.
- This EAL passport will be updated, as necessary, for each EAL student as and when they advance in their learning and will follow them through their school career.
- Once the initial EAL passport is written, responsibility for updating the passport sits with the ILT.

Student EAL records are maintained by the ILT.

- EAL records contain:
- Initial EAL assessment report
- Regular EAL reassessments
- Public examination or international examination results
- EAL passports
- Support provision made for the student.

Students are graded as follows:

A New to English

B Early Acquisition

C Developing Competence

D Competent

E Fluent

Home School Links/Use of Community Languages

The school acts proactively to remove barriers to accessing school information and events. Older bilingual students and members of our school and local community are used as translators and befrienders where possible. Information is clearly and simply written. Khmer and Mandarin specialists support teachers in providing translation services for meetings. The school's teachers are committed to meeting local parents and guardians as requested.

The range of languages in use in the school and local community is reflected and celebrated around the school.