English as an Additional Language (EAL) Policy

Authored and/or reviewed by | ***Deputy Head Academic/SENDCo***
Authorised by | ***Senior Leadership Team***

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OVERVIEW

1 Introduction

The Race Relations (Amendment) Act 2000 requires all schools that have pupils with English as an additional language (EAL) to have clear procedures for the provision for such pupils at their various stages of development.

The school aims to meet the following key principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

The school aims for EAL pupils to be able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Make use of their knowledge of other languages, where appropriate

Kew House School draws from a wide range of pupils from various cultural and linguistic backgrounds; however, the admissions criteria require a good command of English in the written examinations and at interview. For this reason, the school carefully considers the admission of pupils who have EAL to ensure that the curriculum and level of intervention available is appropriate to support that pupil's level of need.

2 Measures to identify pupils with EAL needs

In order to help meet the aims of the school for its EAL pupils, the school collects information (upon admission) about the languages spoken by pupils in Years 7 to 11 and creates a list on *iSAMS* of dual language status in the home. Kew House School pupils come from a cultural- and language-rich environment.

In order to ascertain which of these pupils might have issues around English as an additional language, the audit framework prompts pupils to consider a range of linguistic problems that they might be experiencing with their work. This information is triangulated by the *SENCo*, who also asks English teachers to look at their class lists and highlight any dual language pupils who they feel might have oral or written difficulties with lessons. The final list of EAL pupils is created using these two methods of evaluation and feedback. EAL pupils would normally be on Stage 4 of the Hester scale (for measuring EAL). This refers to pupils who 'demonstrate (near) native fluency for their age and will continue to improve but who still have small underlying problems with both oral and written register'. All teaching staff are informed of the pupils on this list and are given simple support strategies which will assist these pupils to become more proficient in their lessons.

The bilingual pupils identified as having more pronounced EAL issues may be advised to see an EAL specialist to look at their writing, as well as to explore their ability to understand English idiomatic language. The specialist may provide a full report on each pupil, which details their linguistic strengths

and weaknesses in English and offers a practical action plan for subject teachers to support their EAL needs more effectively. The parents of pupils with more pronounced problems may be advised to draw on external one-to-one tutoring to help them improve their skills further.

3 In-school monitoring and support

All teachers are responsible for monitoring the progress of EAL pupils, and many Wave 1 teaching interventions may be applied to support progress of these children.

Intervention and support includes, but is not limited to:

- Use of translation dictionaries by pupils
- Key words and definitions shared by teachers
- Dual coding (supporting written or verbal explanations with images and/or diagrams)
- Small group literacy support as part of English lessons
- Lexonic intervention
- The option of a reduced language carousel in Year 8
- Additional English support in Year 8
- Our Sixth Form reading mentor scheme
- Invitation to our social clubs programme, to support friendship groups and social use of English
- A first language programme and the opportunity to take early-entry GCSE or A Level exams

*EAL teaching strategies can be found in the **Appendix**.*

EAL pupils are encouraged, where appropriate, to draw on their cultural heritage and background, as well as their language, in the classroom, to enhance their own learning experience and that of the pupils around them. The dual language status is often a strength, which both teachers and pupils at the school can recognise and celebrate.

Special educational needs provision for EAL pupils falls within the remit of the SENCo. The school clearly distinguishes between EAL and special educational needs (SEN) or learning difficulties and disabilities (LDD), and recognises that most EAL pupils needing additional support do not have SEN or LDD needs; however, should SEN or LDD needs be identified, EAL pupils will have equal access to the appropriate provision from the Learning Support department. Similarly, the school recognises that there may be EAL pupils who are able and gifted, even though they may not be fluent in English.

Appendix
Strategies to support EAL pupils

4 Classroom organisation

The different aspects of classroom organisation – resources, displays, seating arrangements – and, crucially, the management of teaching assistants all contribute to the support of EAL learners.

Here are some suggestions:

- Place the EAL learner in pairs or groups with supportive pupils who are language role-models; this is crucial for developing language and facilitating friendships that will foster language development outside the classroom
- Make available and encourage learners to use an age-appropriate English dictionary and thesaurus (including online dictionaries for English language learners – such as the *Cambridge Learner's Dictionary* – for clear definitions, pronunciation, and translation)
- Ensure that there are plenty of motivating books available at the level of the EAL learners in the classroom, and focus on reading for meaning

5 Ongoing differentiation

Effective differentiation enables all learners to access the curriculum. For EAL learners, the key to accessing the curriculum lies in differentiation techniques and strategies that focus on facilitating and checking understanding.

Here are some suggestions:

- Give EAL learners thinking time (as they need to process what they hear and what they say)
- Speak or read aloud clearly, making sure that EAL learners can see the teacher or teaching assistant's face, and avoid idiomatic language (e.g. 'this should be a doddle') that may be hard to understand
- Use gestures, mimes, and exaggerated facial expressions
- Point to key words
- Target EAL learners for daily questions, differentiated according to their language level (e.g. for an EAL learner, instead of 'what kind of climate did they have in Ancient Greece?', ask 'what was the weather like in Ancient Greece?')
- Re-cast errors (e.g. if an EAL learner says 'she runned home...', repeat the correct phrase back to them as clarification 'so, she ran home...') and encourage extended utterances through prompting for more information
- Provide scaffolded dialogue opportunities in group work by using *Directed Activities Related to Text* (DARTs) such as role-play, hot-seating, sequencing, and matching activities; barrier games in pair work are also good for generating dialogue and checking understanding
- Use *who*, *what*, *where*, and *when* question words to hand (on cards) to support questioning and related activities
- Repeatedly check understanding of each topic, basic learning intentions, and what to do in a task

- When talking, insert synonyms or simple alternatives during whole-class teaching to clarify meaning (e.g. 'he is determined to reach the river – he wants to go to the river – so that he can warn – tell – the others')
- Scaffold speech and writing using gap-fills, speaking, and writing frames or other graphic organisers
- Scaffold speech and writing using substitution tables to reinforce language structures and check understanding
- Have a mini whiteboard to hand to create quick visuals, choices (e.g. 'liquid or solid?'), to reinforce key words, or to clarify and rehearse maths operations
- Use concrete visual support, such as story props, objects, and 3D shapes
- Use visual word banks (create them quickly and easily using software such as *Communicate in Print*, or see the *EAL Nexus* resource website for ready-made curriculum-related visuals)
- Print slides with visuals from the whole-class display screen or whiteboard, so that the EAL learner can stick them in their exercise book (to refer back to or label, etc.)
- Use *Google Translate* – show EAL learners how the speaker button works and encourage them to do the same; however, this platform, while useful, has shortcomings – so take care

6 Language focus

All pupils need to understand and be able to use the language of the curriculum in order to progress.

Here are some suggestions for focusing on language in class:

- Clearly model and frequently repeat new vocabulary and language structures
- Include topic-specific or genre-related vocabulary and language structures in planning – there are many examples of planning for language on the *EAL Nexus* website, for example:

Topic: Second World War Air Raids (resource: http://bit.ly/2SZK8h2) Language/Literacy objectives	
Functions	**Useful language**
■ Describing	■ Adverbs: e.g. noisily, quickly ■ Adjectives: worried, scared, sad ■ Expanded noun phrases: e.g. the aeroplanes in the sky ■ Adverbial phrases: e.g. all night long
■ Narrating	■ Past tense: I felt, I heard, I saw, I went
■ Recounting/reporting	■ Time connectives: first, next, then, after that, finally ■ Pronouns: I, we, they
Vocabulary	
air raid shelter, aeroplanes, air raid siren, warden, rubble, torch, ambulance, soldier, explosion, gas mask, bombing	

- Teach and check understanding of the language involved in maths problem solving (commonly used words or phrases include: *altogether, each, the same, as many as possible*)
- Teach and check understanding of the different words for the same maths operation (e.g. *minus, take away, subtract*)
- Provide learners with maths vocabulary – search online for EAL maths vocabulary and/or use *Twinkl* for maths vocabulary cards or mats in English and other languages (e.g. Polish, Romanian, and Arabic)

7 Marking and feedback

Positive, constructive, dialogic marking is particularly important for EAL learners. Alongside identifying linguistic errors and providing models for correction, the self-esteem that an EAL learner gets from knowing what they are doing right can be of huge motivational benefit.

Here are some suggestions to include in marking for EAL learners:

- Acknowledge participation and efforts to reproduce knowledge and language structures related to the curriculum
- Include marking for understanding and knowledge of the curriculum through content, regardless of grammar, punctuation, and spelling (GPS) errors
- Include marking for appropriate or inappropriate language – sometimes the grammar may be correct, but the context inappropriate (e.g. using a command when requesting something politely)
- Correct and write clear examples of one particular language structure for the learner to practise

8 Communication with home

Communicating effectively with home, as outlined below, is key to improving the outcomes of EAL learners.

- Ensure that the learner understands what to do for homework
- Make class letters or school information accessible, through the use of clear language and short sentences
- Use multilingual staff to interpret if necessary
- Regularly remind parents of current curriculum topics, and encourage them to discuss and research the topics at home in their first language
- Give parents useful websites on curriculum topics and homework (including links on the school website), particularly if homework involves internet research
- Recommend that the learner opts for the *Simple English Wikipedia* as opposed to the standard *Wikipedia*
- Recommend the free website *Learn English Kids* for the learner to use at home