



**Policy for  
English as an additional language**

**Revised: September 2016**

**Signed:**

*Janehee*

At King's School we recognise that many new arrivals from overseas have English as an additional language (EAL) needs. They may speak, understand or be literate in more than one language and may have some experience of English but will require support to acquire fluency in English and to access the curriculum.

Factors such as age, previous experience of schooling and curriculum content, knowledge of other languages and levels of literacy in their first or other languages will all impact on the development of pupils' language skills and their ability to apply these skills to their learning across the curriculum.

Some pupils may be new to spoken and written English. Others may have learned English as a foreign language, or not be fluent in English even if they come from education systems where English is the medium of instruction. They may also be unfamiliar with the Roman alphabet. Some new arrivals may have had extensive experience of education while others may have had none. **The Children with little or no education** are the ones who need the most support.

All pupils, including newly arrived pupils from overseas, have an entitlement to a broad and balanced curriculum.

We modify and adapt the curriculum in the following ways:-

- By identifying new arrivals' prior knowledge and learning skills and by assessing their level of language development
- Setting learning objectives for the pupil

When planning and teaching we consider the following in line with our inclusion and AFL Policies

- We consider how to inform the pupil of the learning journey the class has already undertaken, identifying skills the pupil may also have developed
- Develop a variety of strategies for differentiating objectives
- Awareness of the background experience and language profile of the EAL pupil in order to identify variables that might affect progress
- Awareness of and understanding pupils' prior knowledge
- Planning includes collaborative work with contextual support, including guided and supported group work
- We provide ample opportunities for pupils to hear good models of a range of styles and registers of English
- We provide opportunities for talk, whilst being aware that pupils with EAL may need time before being able or confident to engage in speaking
- We carefully scaffold reading activities, for example using paired reading or individual support
- We prepare tasks that are clear, purposeful, practical and that build on prior knowledge. Pupils can be engaged in practical activities

with users of English that match the pupil's language development needs

- Teachers support staff for their effective deployment. This may be either small groups or individual learning activities.
- We prepare resources that support the development of pupils' English language skills and understanding, including visuals and key 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, alternative activities are offered during topic work if this is not relevant to the child.

## **Teaching Strategies**

When teaching staff use a range of strategies to support English language acquisition by:

- Activating peer support
- Supporting pupils' understanding by continually introducing, explaining and illustrating key vocabulary related to subject content
- Scaffolding writing tasks, for example modelling writing action (such as correct letter information), matching, sequencing, providing writing frames and word banks
- Scaffolding oracy, modelling oral and written language to support acquisition
- Using ICT programs to support language skills and to reinforce learning
- Regularly monitoring pupils' understanding in ways that do not involve the use of English
- Reinforcing 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
- Encourage pupil responses and promoting interaction using different forms of questioning:
  - Closed and open
  - Concrete and abstract
  - Higher-order questions using culturally accessible learning materials
- Ensuring each pupil experiences success, for example through differentiation including the differentiation of homework tasks
- Promoting thinking and talking in first languages to support understanding

To facilitate pupils using their first language we:

- Have additional support for EAL learners
- Use visual clues and resources to help make the meaning clearer

- Highlight key words and give them to the pupil in English and sometimes in their own language

We recognise as with all learners, pupils learning EAL should be encouraged to become increasingly independent in their learning. If a pupil appears fluent in social English it is still important to plan carefully for language development so the pupil can manage the literacy demands of curriculum subjects.

### **Pupils with EAL who may have special educational needs**

There may be a concern about a lack of information about the special needs of a new arrival, especially if previous school records are unavailable.

Sensitive and careful assessment can distinguish between pupils who have additional language-learning needs and those who also have special educational needs.

All new arrivals are entitled to a secure learning environment that promotes access to, and engagement in, the curriculum. Some pupils learning EAL may later be assessed as having special educational needs. In these cases teachers and specialist staff would work closely with the special educational needs coordinator to ensure that assessments provide opportunities for pupils to demonstrate their learning using all their language skills.