

Kenton College Preparatory School

English as an Additional Language (EAL) Policy

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| Audience | Parents, Staff and Governors |
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| Related Policies | Equal Opportunities Accessibility Plan |

Introduction and Purpose

In our school the teaching and learning, achievements, attitudes and wellbeing of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, to ensure they achieve the highest possible standards.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

Definition of terms

EAL stands for English as an additional language and is used to describe a child who already knows one or more other languages and are adding English to that repertoire.

Multilingual is used to refer to those children who had access to more than one language at home and at school during early development and continue to be exposed to this language in the home or in the community. It does not necessarily imply full fluency in both or all of their languages.

At Kenton College, we recognise, value and celebrate the multilingual backgrounds that many of our students come from. We are proactive in removing barriers that stand in the way of our EAL pupils learning and success. We do this by meeting our responsibilities to our EAL pupils; ensuring they have equal access to the curriculum (and other educational opportunities) and achieve their educational potential by providing our them with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate. We promote the principles of fairness and justice for all, through the education that we provide in our school, ensuring EAL pupils receive opportunities for educational success that equals that of all pupils.

Assessment and tracking

EAL pupil's "proficiency level" in English is identified using the DfE 2016 five-point scale (see box below). Any child who is identified as being EAL is closely monitored by the class teacher and the Head of Learning Support and assessed to identify their proficiency level using the criteria below.

| New to English | Early Acquisition | Developing Competence | Competent | Fluent |
|---|---|--|---|--|
| <p>The pupil may:</p> <p>Use first language for learning and other purposes</p> <p>Remain completely silent in the classroom</p> <p>Be copying/repeating some words or phrases</p> <p>Understand some everyday expressions in English but may have minimal or no literacy in English</p> <p>Needs a considerable amount of EAL support.</p> | <p>The pupil may:</p> <p>Follow day-to-day social communication in English and participate in learning activities with support</p> <p>Begin to use spoken English for social purposes</p> <p>Understand simple instructions and can follow narrative/accounts with visual support</p> <p>Have developed some skills in reading and writing</p> <p>Have become familiar with some subject specific vocabulary</p> <p>Still needs a significant amount of EAL support to access curriculum.</p> | <p>The pupil may:</p> <p>Participate in learning activities with increasing independence</p> <p>Be able to express self orally in English, but structural inaccuracies are still apparent</p> <p>Be able to follow abstract concepts and more complex written English</p> <p>Literacy will require ongoing support, particularly for understanding text and writing.</p> <p>Requires ongoing EAL support to access curriculum fully.</p> | <p>Oral English developing well, enabling successful engagement in activities across the curriculum</p> <p>Can read and understand a wide variety of texts</p> <p>Written English may lack complexity and contain occasional evidence of errors in structure</p> <p>Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary</p> <p>Needs some/occasional EAL support to access complex curriculum material and tasks.</p> | <p>Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</p> <p>Operates without EAL support across the curriculum.</p> |

We closely monitor and track the progress of these children through twice yearly assessments, in addition to Effort Grade meetings which take place two or three times per term. These provide an important opportunity for all relevant staff members to discuss progress of children, including those identified as EAL.

For those at an early stage of language competency (A-E) the EAL Assessment Framework for Schools by the Bell Educational Trust, is used as a language acquisition assessment tool. Through the use of detailed level descriptors, we are able to accurately assess EAL children's language proficiency and track their progression through the five point scale.

Curriculum Access

In our school, teachers take actions to help children who are learning English as an Additional Language by various means.

These include;

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing children with an understanding of the phonetic structure of the English language, drawing on parallels that exist with the child's first language.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Using accessible texts and materials that suit children's ages and levels of learning.

- Providing support through IT, video or audio materials, dictionaries and translators, visual support materials, readers and (where possible) bilingual peers/staff with knowledge of the child's first language.
- Using the home or first language where appropriate and possible.

Where children are assessed to be in one of the first three stages of language proficiency (New to English, Early Acquisition or Developing Competence) children will receive Learning Support either within the classroom, or withdrawal sessions in small groups or one-to-one with a Learning Support teacher. This support is clearly linked to the curriculum and reviewed regularly. The support may be used to address a particular language or learning focus.

These may include:

- Preparation sessions with the pupil before teaching input, for example before a whole class session.
- Sessions following up a whole class or group session to reinforce key language and concepts.
- Addressing gaps in their proficiency as identified through the EAL assessment framework.

Roles and responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for writing, speaking and listening.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English in all subject areas.
- Planning a clearly identified focus for each lesson which will aid English language acquisition and is made explicit to the pupils.
- Giving specific feedback in order to improve oracy, speaking and listening and writing.
- Assessing and tracking progress in their subject area including the child's development of subject specific language skills.

Learning Support teacher has responsibility for:

- Working with individual children and/or targeted groups to support children's access to the curriculum.

- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks.
- Developing language learning skills.
- Regularly liaising with the classroom teacher in order to identify necessary areas of focus.

The Head of Learning Support is responsible for:

- Coordinating, monitoring and maintaining an overview of the progress and attainment of EAL pupils
- Identifying and providing resources which support children learning English as an Additional Language.