



# King's Infant School

## *The British School of Madrid*

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**Chamartín**

### **English as an Additional Language Policy**

This policy document provides a full and detailed account of the aims and strategies of the King's Infant School to ensure that all students entering the EAL Induction programme fulfil their potential and reach the required level of competence in English that enables them to participate fully in the school curriculum. The policy highlights the school's obligations in terms of planning, organization, teaching, assessment and reporting procedures, formalising the requirements necessary to meet the needs of all pupils who have English as an additional language and to raise pupil achievement.

#### **Purpose of Study**

Many pupils entering King's Infant School will regularly speak a language other than English. The class teacher ensures that all pupils are supported in their development towards becoming both competent and confident speakers and writers of English. The EAL programme is overseen by our English leader and works in close harmony with the rest of the school to ensure that each pupil's needs are met both within the specific EAL classes and the mainstream classroom ensuring maximum access to the school curriculum. Specific EAL classes are only provided for pupils from Reception term 3 and Year 1 and Year 2 pupils. The needs of children with EAL are met through individualised planning and observational assessment for EYFS children.

King's recognises the importance of valuing each student's home language, particularly in light of the fact that the more developed the literacy skills in the home language and the more support for that language there is, the easier a student finds it to progress in an additional language. At King's we value bilingualism, and whilst we encourage all students to speak English within the classroom setting, pupils are encouraged to maintain their home language and use it in the school environment if necessary.

#### **Department Objectives**

In order to be able to participate fully in the mainstream class and have equal access to the school curriculum, each pupil in the EAL programme needs to learn and be able to competently use:

- the sounds of English;
- the grammatical structures and conventions;
- the meaning of words and phrases;
- contextual comprehension..

Whilst in the initial stages, much of the focus of the EAL classes is on oral communication; it is a fundamental part of the EAL programme that each student can successfully assimilate the four language modes – speaking, listening, reading and writing. Typically, students demonstrate an uneven profile in language acquisition and it is crucial that time is provided for them to develop each of the four modes adequately. Each student takes different amounts of time to acquire these skills and therefore the duration of the classes is dependent on individual needs.

The work done in the EAL classroom is inter-related across the four modes of language ensuring that focus in one area supports development in another. In addition to this, the mainstream classroom

provides an environment where EAL pupils can work with fluent English speakers putting into practice newly acquired skills in a more typical setting.

## **Programme of Study**

The English Leader is responsible for the specific learning objectives of each individual student. The curriculum content is carefully planned to ensure that students are able to meet the objectives as set out above, enabling them to have full access to the mainstream curriculum as quickly as possible. Whilst to some extent this will be specific to learners of English as an Additional Language, it is important to stress that particularly after the initial stages of language learning, the EAL curriculum is based largely on the wider National Curriculum goals for English with a strong focus on grammar.

Evidence suggests that young learners of English as an additional language go through a similar process of sorting out English grammar as children brought up in an English-only environment. They demonstrate very similar development errors such as in their use of the past tense and both negative and question forms. This highlights the importance of long term planning with national curriculum expectations set as the eventual target for learners of EAL. Similarly, for older pupils, research carried out by UK national test agencies suggests that a clear goal of attaining age appropriate national curriculum at KS2 should be set and worked towards by EAL department, in addition to the mainstream school. The achievement of this level signifies a student has assimilated all four language modes and reached the required level of competence to participate fully in the school curriculum. As stated above, the time taken to reach these levels is individual to each student. Generally, an absolute minimum of a year is required in the EAL programme but in many cases this time period may be significantly longer. The crucial point is to ensure equal access to the mainstream curriculum for all children and a pre-emptive exit may jeopardise this objective.

Curriculum development by the EAL department therefore needs to reflect the objectives of the National Curriculum. However in the initial stages, planned lessons will focus on the need for “real-world communication” stressing functions such as asking for and giving personal information, describing physical appearance, following simple instructions and learning the vocabulary of the classroom. Medium term plans are written specifically for each group of students based on Assessment For Learning (AFL) with short term plans written on a weekly basis aimed at addressing any areas in need of particular reinforcement which have been identified. .

The EAL department meets regularly with class teachers and the English Leader to ensure that all parties are following common goal. In addition, resources and planning are shared between departments to ensure continuity and relevance to work.

## **Teaching and Learning**

Whilst this policy document is specific to EAL, it should be noted that many of the strategies used by the EAL department are widespread across the school as fundamental tools in assisting children to develop their skills in English as an additional language. A wide range of teaching strategies are utilised to address a variety of different learning styles and to engage the children in the learning process as actively as possible.

- All classroom activities have clear learning objectives that are set out at the beginning of each lesson, addressed throughout and revisited at the end of each session to ensure that students are fully aware of and involved in what they are learning.
- EAL classroom activities are differentiated according to the needs of the individual student. Differentiation may take several forms dependent on the activity in question but will be either by task, outcome, resources or teacher/peer support.
- The key language features of each curriculum area are identified clearly. These may include the grammar focus, key vocabulary, uses of language, forms of text etc.

- Each lesson provides enhanced opportunities for speaking and listening with students participating in role play, presentations, discussion and story/experience recounting etc.
- Additional verbal reinforcement and correction by the teacher is consistently provided in the form of repetition and modelling.
- Collaborative activities play an important role in the EAL classroom as a means of encouraging and supporting active participation.
- The EAL classroom provides an environment rich in additional visual support, e.g. posters, pictures, computer images, description and use of gestures.
- Reading and writing activities in the EAL classroom involve discussion before, during and after the activity.
- Each EAL class involves the provision of scaffolding where required. This may take the form of talking or writing frames, sentence starters, or word mats etc. More able pupils are encouraged to use their full imagination to create personal accounts and interpretations of the assigned tasks.
- Where possible, the EAL teacher will ensure that learning progression moves from the concrete to the abstract to confirm that the learning objectives have been met.
- Key vocabulary is provided in the form of EAL word bank booklets which are used across all of their lessons. Children can update their booklets with new or difficult vocabulary as necessary.
- Spanish may sometimes be used in the EAL classroom to assist understanding and learning.

### **Organisation and Resources**

Each EAL class is taught by a specialist EAL teacher who withdraws pupils from the mainstream class. Pupils are grouped according to age and ability and have access to EAL support 4 times a week in groups not exceeding 6 students. Lessons are conducted in a specially appointed EAL room where pupils and the teacher have access to a wide range of resources including both EAL specific and non EAL specific books, games and flashcards. Pupils will not miss any of their core subjects (English, Maths) and will only miss one class per week from any other subject area. Year 9 pupils have their classes outside of class time, either in the morning before school or at lunchtime to ensure that the maximum time is spent in their mainstream classes in their crucial final year.

New resources are created, researched and updated on a weekly basis according to requirements. These resources are as varied and tailored as possible in order to cater to each pupil's optimum method of learning.

### **Data and Assessment**

During the initial admittance process for every non-native English speaker, an interview and short task will be conducted by the admissions department with the parent or guardian to ascertain the degree of previous exposure of the child to English as an additional language. Following admittance to the school and to the EAL programme, all students will be assessed using observations carried out by the main class teacher within the mainstream class to determine each student's ability to access the mainstream curriculum and identify any particular areas of weakness.

Once in class, AFL is recorded and tracked by the EAL teacher across the year based on both EAL and National Curriculum criteria (Classroom Monitor) in order to check progress and make informed decisions regarding subsequent planning. Both written and verbal feedback is provided to students on a regular basis. Pupils are explained their targets in order to obtain full understanding of what their next steps are. Demonstrations of how the target will look once attained help the EAL students with this process. Students are required to respond thoughtfully to feedback in order to demonstrate that they have read, understood and can put into practice their next targets and objectives. Pupil targets are displayed in books for quick and easy reference. Pupils are also encouraged to provide constructive peer review of work.

Further to this, all EAL pupils will be assessed three times throughout the school year. This assessment will include EAL specific assessment criteria adapted from the Northern Association of Support Services for Equality and Achievement (NASSEA), in-class observations, discussions with class teachers and evaluation of written work based on National Curriculum criteria. In addition to this, pupils will take part in mainstream class assessments as required. The EAL department works

in conjunction with the mainstream school in assessing a student's readiness for exiting the EAL programme but it should be noted a student's ability should be in line with their current year group in order for them to fully join the main class.

All assessment of EAL students is carried out in a sensitive manner particularly with regard to the mainstream assessment as it is crucial that self-esteem is not compromised in the process. Whilst EAL students will initially attain mainstream assessment results below their peer group, King's EAL department provides feedback to the student in a broader learning context that the assessment alone accounts for. Each EAL pupil at King's needs to gain recognition for what they can do and for the progress they have made.

### **Monitoring and Evaluation**

All staff (both EAL and class) observe, assess and record information regarding each pupil's language development on a continuous basis. Pupil's will be deemed to be ready to leave the programme when they have reached a level of proficiency which is in line with their year group and are seen to be able to follow their mainstream classes. Decisions made of leaving EAL will be made in conjunction with the main class teachers and the SLT. Parents will be informed directly by email of any decisions made relating to this.

Targets are set for individual pupils and progress towards those targets is evaluated throughout the year. This review process is carried out jointly by EAL in consultation with class staff to ensure that an overall view of progress is attained as students often perform differently in different environments depending on their level of confidence in those situations.

It is the role of the EAL teacher to keep themselves updated with current best practice and available resources in the field of EAL.

### **Reporting to Parents**

All parents receive written reports three times a year which will make reference to progress within the EAL classes and how this has impacted on learning within the mainstream setting. Furthermore, parents are kept informed of any day to day issues concerning their child via email. Any parent of an EAL pupil is welcome to schedule appointments with the EAL teacher as they require throughout the school year to discuss the progress of each child.

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Dawn Akyurek September 2017	
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## **Appendix I**

13<sup>th</sup> September 2019

### **Induction English - Welcome Letter**

Dear Parents,

It is my pleasure to extend a very warm welcome. My name is Fiona Coyle, as English Leader within the school I will be coordinating the Induction English extra support of your child is receiving.

Your child will be working in a small group with support teachers for a total of four whole periods a week with other pupils of a similar English ability level. We take every care to ensure that each child will not miss their core subjects such as literacy and maths, and will endeavour to ensure that they do not miss more than one of their other subjects.

Our approach focuses on the key elements of reading, writing, listening and speaking. We will learn, analyse and develop sentence structure and grammar while discovering a wide range of engaging topics. Children are encouraged to build their confidence in a safe small scale environment. Through the exchange of ideas the children have an ideal forum in which to practice and perfect their English.

Your child's progress will be monitored throughout the year, with written feedback provided in their end of term reports. The development of the necessary English skills and knowledge is imperative for full engagement in the school's curriculum and is a process which varies from child to child. There is an initial period of a minimum of one term in Induction English but this is normally longer depending on progress. Children are unable to graduate from Induction English until the corresponding National Curriculum level is met. Decisions related to English requirements are always taken in conjunction with each child's class teacher.

Stressing the importance and utility of English and its presence in the home at all possible opportunities are excellent ways in which you can help support the process of language development. Your child will at times have vocabulary to practice or short homework tasks to complete.

Please contact me or your child's class teacher with any questions or queries.

Yours Sincerely,

Fiona Coyle

English Leader