



# **English as an Additional Language (EAL) Policy Key Stages 3-5**

## **Introduction**

The EAL department is tasked with ensuring that pupils who do not speak English as their first language are able to fully access the regular curriculum. The school recognises that the integration of EAL pupils provides many learning opportunities both for them and their peers, and that our linguistic and cultural diversity is a positive resource for the whole school to draw upon.

As children move into KS3 they face new challenges in accessing a more complex curriculum. There is a need for pupils to become acquainted with, and be confident in using, formal academic English of the type they will need to be successful in external examinations such as IGCSE and the International Baccalaureate.

EAL pupils will be supported in accessing the curriculum. This will be achieved by following a policy of inclusion; EAL students will be involved as much as possible in mainstream lessons with their peers. Subject teachers are responsible for differentiating the workload in class according to students' language abilities and for developing strategies to allow technical vocabulary to be taught in context. The EAL department is able to assist subject teachers with this.

Each EAL student will be entered in the EAL register (this information will be duplicated on SEND provision maps where there is cross over) so their progress can be tracked. A record of the student's progress will be kept and monitored. Depending on circumstances, it may be decided to reduce or withdraw support for the student, if sufficient progress is made that the student can fully access the regular curriculum.

Pupils will continue to be monitored as they approach KS4 and their entry into the IGCSE English course.

In KS5, students can be referred to the EAL coordinator if they require 1 to 1 assistance. The EAL coordinator will meet with the student, identify any needs and organise sessions in that student's free periods. This can be either short term or long term, depending on the issue.

In KS3, students may be given extra time as part of access arrangement for assessments. This need will be monitored, if this is needed in KS4 the EAL coordinator will liaise with the SENCO in the arrangement of this.

As a general principle, pupils will be encouraged to converse in English as the language of instruction, as per the school's Shared Language Policy.

When appropriate, children may be withdrawn from the English classroom once a week and taught in separate groups or alone, this is decided between the classroom teacher and EAL support. This is based on specific skills need.

### **Role of EAL teachers**

- To liaise with class teachers, pupils and parents in formulating a learning strategy suitable for the individual student;
- To work with small groups and individual students to improve English skills to a standard at which they can access the regular curriculum;
- To help all pupils' learning when providing support in subject lessons;
- To support class teachers in their differentiation strategies in class.

### **Role of class teachers**

- To support both subject specific learning and English language development of EAL pupils in their class by differentiating accordingly and liaising with EAL specialist teachers as required.

### **Approaches to teaching skills**

The four skills which we concentrate on when teaching English as an additional language are -speaking, listening, reading and writing. Although these skills are also covered in mainstream English classes, EAL pupils generally lack the experience of growing up with the language and have to develop those social and communicative skills their peers take for granted.

At Park Lane EAL lessons are based on the communicative method of language teaching. Pupils are encouraged to explore the English language using problem solving activities and are supported in their learning by a range of strategies such as:

- Cloze activities: filling in gaps in sentences with the correct word/grammatical construct;
- Labelling of diagrams, sketches and pictures in English and/or first language;
- Sorting and developing comprehension skills by answering true/false questions about a text;
- Sequencing, ordering sentences into a grammatically logical structure.
- Finding and copying the key sentences in a text, using skimming and/or scanning techniques;
- Dictionary exercises in both English and dual language dictionaries;

- Matching activities: matching words and definitions, matching words with relevant pictures, sentence halves;
- Re-ordering sentences based on a theme;
- Creating a picture dictionary with words from a particular topic;
- Using digital media to introduce and consolidate realistic language and usage, for example analysing the lyrics of popular songs;
- Writing, producing and recording a radio programme using an appropriate style of language for the task. Such activities are doubly useful as they require pupils to extensively analyse the language they are using in the writing, editing and recording phases.

### **Role of the EAL department during Distance Learning**

As much as possible, we aim to keep EAL distance learning provision consistent with delivery in person. In class provision, group, 1 to 1 sessions will continue as normal via Zoom.

- During in class sessions, break out rooms should be used when appropriate.
- When working online, students are to share screen/google docs with EAL support.
- Google classrooms are shared with the whole department and used for all small group and 1 to 1 sessions to deliver content and monitor progress.

We recognise that EAL students, during distance learning, may feel more isolated than their peers and therefore the EAL department also has a key role in monitoring this and supporting students who feel this way.

If EAL support staff are concerned about a student's progress and/or wellbeing, this should be forwarded to the EAL coordinator and the pastoral lead where appropriate.

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