



International  
School

# English as an Additional Language (EAL) Policy

2017-2018

## Primary KS1 & KS2

On arrival at Park Lane International school, children are evaluated and a decision is made by both the class teacher and the EAL specialist if the pupil will require EAL support. If support is needed, the pupils are placed in an appropriate group with children of similar levels or they may also have lessons individually. The pupils can be taken out of the class up to a few times a week or may just receive in class support with the EAL specialist. The support will continue until both the EAL specialist and the class teacher believe the pupil is ready to go back to class full time.

## Beginners

For beginners arriving at Park Lane we provide an English programme which builds survival English in a fun way. We use a collaborative approach where children work in small groups with an EAL teacher or assistant. The major focus of the beginners group is to help children develop the language and skills needed to build friendships at school, and to support participation in the mainstream classroom. A course book is used to help support beginners in their first few weeks of school.

## Learning a New Language

*We know that children learn English best when they:*

- *feel comfortable and safe*
- *make connections between languages they already know and the new language*
- *have a strong mother foundation from which to build their new language understandings*

*We also know that:*

- *basic social language can take 1 -2 years to acquire*
- *complex academic language can take 5 -7 years*

## Out of Class Groups

Most of the EAL lessons in school take place out of the classroom in groups which meet two or three times per week. Lessons are linked to the classroom National Curriculum however the main focus is on building vocabulary, reading comprehension and grammar. Games and hands on activities are used in lessons to ensure pupils are getting the most out of their lessons. EAL teachers meet regularly with classroom teachers to keep up with current lesson themes and the guarantee that pupils' progress is monitored together.

## Approaches to teaching skills

We concentrate on the following four skills when teaching English as an additional language - 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:

- Fun and exciting course books are used with interesting characters and progressive themes.

- Board games and card games that test skills ranging from sight words to grammar to speaking.
- Reading comprehension activities where pupils need to answer open-ended or true/false questions.
- 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.
- Sequencing, ordering sentences into a grammatically logical structure.
- Singing and dancing activities.
- 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.

Many different teaching techniques are used to help beginner students feel more comfortable and confident with their English. Lessons are aimed to be fun and interactive to provide a relaxed environment where the children can build their confidence along with their knowledge in English.

### **In Class Support**

Children whose level of English is approaching the norm of the mainstream classroom can have the opportunity to have the EAL specialist come into class to support the pupil rather than the pupil coming out of class. The EAL teacher will work in specific lessons with the classroom teacher to support the children in developing successful learning strategies and to successfully smoothen the transition to being back in class full time.

### **Monitoring**

Although a child may no longer require direct EAL support we continue to monitor their progress along with the classroom teacher to make sure that support is available if needed. If at any point the child begins to struggle in class they can be put back on the EAL rota.

### **Secondary KS3 & KS4**

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 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.

Specialised end of term assessments will be carried out to monitor students' progress in EAL. Pupils will continue to be monitored as they approach KS4 and their entry into the IGCSE English course.

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 mainstream classroom and taught in separate groups or alone, until their ability is such that they can access the regular curriculum.

### **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.

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