



THE
KING'S SCHOOL
CANTERBURY

English as an Additional Language (EAL) Policy

Responsible Person: EAL Coordinator

Latest Review Completed: February 2024

The First Language

Specialist tuition is provided for those who are bilingual in French, German, Mandarin, Spanish, Italian and Russian. This tuition is largely in the form of lessons within or outside the timetable, sometimes replacing another language or optional subject. The aim is to maintain a level of proficiency in their acquired language, develop reading and writing skills, educate them about the culture of their home country (since many have not lived there) and in many cases prepare them for English qualifications at iGCSE and A level/Pre-U, sometimes taken a year early.

An A level qualification in a bilingual language, taken one year early, is still accepted by most universities, including some prestigious ones e.g. King's College, London, so can be of great value to our international students.

For those who are bilingual in other languages, we are sometimes able to arrange similar levels of tuition at an extra cost to the parents.

English as an Additional Language

Many pupils at King's speak English as an additional language. This means that although they may be fluent due to time spent in English schooling, English is not the language spoken at home. The majority of these are sufficiently bilingual not to need extra English provision on entry to King's. They are fully immersed in lessons and culture from the start.

Every teacher at King's should consider themselves a teacher of English as an Additional Language (see teaching strategies below) and be aware that oral fluency may mask weak listening, reading or writing skills.

Each department should have in place a policy on helping pupils for whom English is not their first language relating to the skills and knowledge required to succeed in that subject. Struggling pupils should be referred either to the Learning Enhancement department, or to the EAL Coordinator.

EAL Provision 13+

Common Entrance results, information from parents and liaison with feeder schools may indicate that an EAL pupil would benefit from additional English lessons. The Learning Enhancement department also uses results from baseline testing to identify EAL pupils who may not be receiving timetabled lessons, but who may benefit from group or 1:1 support.

EAL lessons usually replace the study of a second foreign language, are provided within the timetable (3.5 periods per week) and taught by a specialist teacher. Pupils follow the Cambridge Second Language English iGCSE curriculum during Shell and Remove, but do not take the examination. Lessons focus on varied topic work covering the four skills of Listening, Speaking, Reading and Writing, with the aim of broadening vocabulary, improving grammar and writing skills and boosting confidence. The EAL department also runs drop-in clinic sessions for Shells and Removes, offering pupils support with more general prep, grammar, vocabulary and essay-writing skills where needed.

Subject teachers or HsMs may refer pupils to the EAL Coordinator or the SENCo at any time and pupils may refer themselves if they feel more support is necessary.

EAL Provision 14+

Pupils receiving timetabled EAL lessons in the Shell year usually opt to continue with these in Remove (4 periods per week, replacing a language or option block subject). Towards the end of Remove and in Fifth, focus turns to first language English

preparation for the English language iGCSE. Pupils gain extra practice with the reading and writing skills required in the exam, including comprehension, analysis, and transactional and imaginative writing.

New pupils arriving in the Remove year are tested and results used to identify EAL pupils who may benefit from group or 1:1 support. Where information from parents and previous schools indicates that an EAL pupil would benefit from additional English lessons, they may join the timetabled lessons.

Subject teachers or HsMs may refer pupils to the EAL Coordinator or the SENCo at any time and pupils may refer themselves if they feel more support is necessary. It is expected that EAL students will go on to take both English Language and Literature iGCSE in Fifth with the rest of their year group.

EAL Provision 16+

Pupils entering the Sixth form are expected to have a sufficient level of English to access all parts of their A Level course. A very few pupils may be referred for extra English support at this stage, which will happen during free periods or outside lesson times, usually 1:1 in the Learning Enhancement Department.

Once pupils are aware of the English Language requirements of their chosen university courses, they may need support in researching and preparing for the IELTS examination. This help is offered on request, either in free periods or at a weekly IELTS clinic.

Strategies for teachers

The Learning Enhancement Basics below are designed to help teachers support both EAL and SEND pupils in lessons.

Make it Clear	Plan Ahead	In The Classroom	Preps and Marking
Accessible font such as Calibri, Trebuchet or Arial	Be aware of students' needs - check iSams	Make key learning points clear at the start, check understanding and signpost the next lesson	Create an environment where it is OK to make mistakes
Size 12+ and 1.5 spacing on sheet	Plan for differentiation	Break down long tasks into manageable steps	Be realistic about what can be achieved in the allocated time
Size 20+ on presentation, pastel background	Pre-teach key topic vocabulary / provide glossaries	Present information in a variety of ways (diagrams / mind maps / videos / texts / flow charts etc.)	Allow knowledge to be presented in different ways, rather than always text-based
Justify left	Make longer texts available to students before the lesson	Allow thinking time and encourage collaboration	Use positive language when marking
Avoid <i>italics</i> and <u>underlining</u>	Provide marking criteria prior to task	Allow phone support where appropriate to research / extend vocabulary in creative tasks	Correct spelling of key topic words
Use bold to highlight	Provide visual support / clear notes to support oral lesson content	Avoid cognitive overload: do not continue to teach whilst students are writing or expect them to make lengthy notes	Be explicit about grammar and punctuation expectations, and correct grammar errors where appropriate to the task
Avoid combining red and green text (colour blindness)	Provide writing frames	Only volunteers should read aloud	Provide realistic targets for future work
Number or bullet point key information	Provide annotated model answers	Review key vocabulary and content regularly	Make lesson presentations available to help with preps and revision