



THE
KING'S SCHOOL
CANTERBURY

JUNIOR KING'S

English as an Additional Language (EAL) Policy

Responsible People: Katy Holland and Hannah Morris
Latest Review Completed: September 2024

Introduction

‘A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English.’ (DfE February 2020)

- 1.1 In our school all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child’s individual needs and experiences.
- 1.2 A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in using English as an additional language.
- 1.3 Children who are using English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4 Research suggests (despite some commonly-held beliefs to the contrary) that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

- 2.1 Underlying the National Curriculum is the entitlement of all children to access specific areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- 2.2 The aim of this policy is therefore to help ensure that we meet all the needs of those children, from EYFS to Year 8, who are using English as an additional language. This is in line with the requirements of the Equality Act (2010).
- 2.3 We aim to achieve the above by:
 - Enabling the pupils to gain confidence through English across the school curriculum
 - Providing a welcoming, supportive environment in the classroom, around school and in the boarding houses, which embraces the universality of culture and language

- Developing the pupils' language skills in listening, speaking, reading, viewing and writing English
- Developing the pupils' knowledge of grammar
- Extending the pupils' range of vocabulary, according to their needs

3 Teaching and learning style

3.1 All teaching staff receive training on how best to support EAL pupils in their lessons, so that they may thrive, through Quality First Teaching approaches and high expectations.

In addition, EAL pupils may receive one-to-one or small group tuition by our EAL specialists instead of some timetabled lessons. Close liaison between the EAL specialists and subject teachers provides optimum opportunity to clarify and apply the language and consolidate the concepts of curriculum topics for EAL pupils.

Content:

- English grammar, including tense revision and sentence structure
- Study skills, especially writing/vocalisation
- Vocabulary extension, including specialised vocabulary in order to access the curriculum, as well as figurative and idiomatic language
- Cross-curricular language support
- Reading with a choice of accessible age-relevant texts

Approaches:

- Content and Language Integrated Learning (CLIL)
- An active approach to learning grammatical accuracy
- A communicative task-based approach to learning fluency and extending vocabulary
- Giving appropriate opportunities for talking, and using talking to support writing
- Providing a range of reading materials and viewing opportunities, to exemplify the different ways in which English is used

3.2 We ensure access to the curriculum by:

- Using texts and materials that suit the pupils' ages and learning stages
- Providing support through IT, video and audio materials, graphic organisers, dictionaries and translators, readers and amanuenses
- Using the home or first language where appropriate
- Tracking progress from an appropriate start date using the Bell Foundation EAL Assessment Framework for Schools
- Use of bilingual dictionaries and extra time allocated for dictionary use in examinations, following ISEB guidelines

4 Monitoring and review

4.1 This policy is monitored by the Education Committee (including governors), and will be reviewed annually, or earlier if necessary.

Speaking Home Languages Within School

- Sometimes it is beneficial for pupils to plan and talk through their ideas with other pupils in their home language e.g., two Italian pupils speaking in Italian to clarify information, access learning or plan for writing. However, a pupil should not be expected to constantly translate for another pupil.
- Social interactions around the school should be in English, except for pupils sitting together at breakfast who share a common language. This is only to occur when no other pupil or staff member who does not understand the language is present at the table.
- Home languages should not be used where the possibility of exclusion of others exists.
- Pupils speaking in a home language should be seen in a wider context. Pupils speaking in their home language can help support communication and interaction with others, helping them to feel more included and especially when new to English, when speaking in a second language all day can be tiring. Speaking in a home language should not however exclude anyone and this should therefore foster empathy for and understanding of other people and their feelings in terms of inclusion.
- Pupils should be gently reminded of the need to use English in certain situations, as and when these situations arise. There should be no reprimands or punishments to pupils for using their home language.