



THE
KING'S SCHOOL
CANTERBURY
INTERNATIONAL COLLEGE

EAL/Content and Language Integrated Learning (CLIL) Policy

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1. CLIL – An Introduction

- 1.1 CLIL is an abbreviation for Content and Language Integrated Learning. It has been defined by Coyle, Hood and Marsh (2010) in the following way:
- 1.2 Content and Language integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if there if the emphasis is greater on one or the other at a given time.
- 1.3 Research in recent years has shown that CLIL can enhance multilingualism and result in a deepening of learners' all-round knowledge and skills.

2. Aim and Objectives

- 2.1 The International College delivers a broad, balanced curriculum which reflects the needs of children for whom English is an additional language (EAL). Through CLIL pedagogy we aim to enhance learner motivation in language learning and develop fluency in English through the use of language in context.
- 2.2 The aim of this policy is to help ensure that we meet the needs of children who are learning EAL, whilst providing the knowledge and skills required as part of a broad and balanced school curriculum, so that all students can reach their full potential.

Objectives

- To increase students' content knowledge whilst simultaneously improving their knowledge and skills in English.
- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment and graduated provision.
- To promote equality of opportunity for all learners by ensuring that learners not yet fluent in spoken English are entitled to receive planned support for their oracy and literacy skills.
- To ensure staff have access to advice, training and professional development to support quality teaching and learning for all students.
- To ensure successful cooperation between language teachers and content teachers.
- To promote the maintenance and development of a students' first language, along with their acquisition of English.

We aim to achieve the above by:

- Challenging students cognitively, whilst improving their linguistic skills.
- Identifying language outcomes for all curriculum areas and include them in planning.
- Offering direct opportunities to learn through language and make meanings that matter.
- Recognising the difference between SEN and EAL issues in learning and support

students accordingly.

- Supporting students with extra support classes where appropriate.
- Developing staff knowledge of CLIL pedagogy and their skills for teaching CLIL learners.
- Celebrating multilingual skills and promoting linguistic diversity with all pupils.

3. CLIL: Teaching and Learning

3.1 All teaching staff receive CLIL training. There is ongoing liaison between the EAL specialists and subject teachers to provide support for CLIL approaches in the classroom. These scaffolding approaches include:

- i. Creating a multi-sensory environment to make the curriculum accessible through using visuals, real objects and practical activities.
- ii. Encouraging the use of graphic organisers, including charts, timelines, flow diagrams, tables, grids and Venn diagrams.
- iii. Using substitution tables, so that pupils can produce model language by selecting parts of a sentence from a range of choices (written and/or images), using a set pattern.
- iv. Providing speaking or writing frames. These may include sentence starters, paragraph starters or gap-fill activities.
- v. Using ‘barrier games’ where pupils are required to convey information to each other. The information that each learner has can be in any form, for example: map, diagram, chart, picture cards, objects etc.
- vi. Constantly giving students the opportunity to engage with models of target academic language through imitation.
- vii. Creating digestible chunks of info and knowledge to avoid cognitive overload and maintain learner engagement.
- viii. Using careful questioning techniques such as avoiding closed questions and using multi-layered questions.
- ix. Encouraging the use of personal vocab files or glossaries for every subject.
- x. Focusing on key words at the start of the lesson and breaking these words down to examine their root and meaning.
- xi. Using social language as a bridge to academic language, so that students can compare sentences, or whole paragraphs, to see how

the language differs.

- xii. Encouraging the use of dictionaries and translators in the classroom and dictionaries in examination conditions.

4. Gifted and Talented Pupils

Identification

4.1 It may be more challenging to identify gifted and talented students if they do not have the English vocabulary or complex language structures to demonstrate their understanding of complex topics. To help with identification teachers will:

- look for characteristics such as motivation, communication skills, problem solving, creativity, expansive memory, inquisitiveness, insight and logic.
- liaise with language specialists in the college and/or in the Senior School to find out more about a student's native language abilities.
- identify whether a student has the ability to code switch between languages easily, or has the ability and willingness to translate for others.

Approaches

4.2 To stretch and challenge gifted and talented students, teachers may:

- Encourage pupils to engage in open-ended and/or independent assignments or projects, allowing them to explore topics that interest them and work on tasks that are not fixed in terms of the outcomes.
- Encourage collaborative environments with other pupils.
- Encourage pupils to join co-curricular clubs and groups which can develop their academic interests further, and to attend seminars and lectures.
- Encourage project-based learning, allowing them to investigate real-life problems and design potential solutions.

5. SEND pupils

5.1 The SEND Code of Practice (0-25 Years) (2014) stresses that a lack of competence in English must not be equated with learning difficulties. However, a child with EAL needs who is making slow progress may also have special educational needs.

5.2 Any pupil identified by the school as having a special educational need or disability under the Equality Act 2010 will be offered a programme of support which will be the subject of regular reviews. More information on the identification of SEN and the whole college approach to SEN can be found in the college SEND Policy.

6. Promoting students' use of L1 (First Language)

6.1 Proficiency in first language (L1) often leads to an easier grasp of foreign language (L2)

learning. As a child learns its own L1 it develops what Cummins calls Common Underlying Proficiency – skills and knowledge they can apply to learning any other language. Therefore, if a concept is new to them in their own language it can often be more effective to first have the understanding in their first language and then they can confidently apply the same skill to the target language.

6.2 Strategies students should be encouraged to use in a classroom setting may include:

For speaking:

- Pair work
- Asking an L1 peer more proficient in the TL to help explain the concept in their own language.

For writing L1 may be most useful in:

- Evaluating or
- Reflecting on a written task.

6.3 Teachers should allow for tasks that would involve the students using their L1 to better understand the concepts being taught in the TL.

6.4 Examples of using L1 to aid student learning in a classroom setting:

- L1 ‘buddies’ – pairing students with the same L1, one who has stronger L2 than the other.
- Coding – for effective comprehension of larger texts a teacher indicates key words they need the learner to translate into L1.
- Cognates – pairing students with different mother tongues up to find words with same root word in both languages
- Word walls – use the L1 to create ‘language displays’ that include both L1 and TL.

6.5 Parents could also be useful in solidifying TL learning by using L1. By asking the students to relate what they have learnt to their parents in their L1, they are simultaneously revising the subject material (including TL) and expanding their L1.

6.6 The students should be encouraged to keep up their L1 outside the classroom, so that they still feel a connection to their culture and to ‘home’ while being in a ‘foreign’ environment.

7. Equality and Diversity

7.1 Students who have English as an additional language are a diverse and heterogeneous group. The Department for Education defines EAL students as those who have been ‘exposed to a language at home that is known or believed to be other than English.’

7.2 This policy aims to help ensure that the needs of all children learning English as an additional language at the College have their needs met in accordance with the Equality Act (2010). This states that schools have a statutory obligation to promote equality of

opportunity for pupils whatever their race, religion or belief, as well as other protected characteristics. At the College we endeavour to remove barriers and make sure students from all ethnic and cultural backgrounds have fair and equal opportunities, through embracing diversity, and by respecting and valuing students' different ethnic and cultural backgrounds. We aim to promote multilingualism by exploring learners' language backgrounds, valuing linguistic diversity and building on learners' prior language skills.

7.3 More information on equality and diversity at the College can be found in the whole school Equality and Diversity Policy.

8. Implementation of the Policy

Training of staff

8.1 Training is conducted to ensure all staff are aware of the policy, strategies and quality resources, subsequently using them effectively in their teaching. Teachers should have a particular awareness of how language works in their own subject, but they might also be aware of the key language in other subject areas. CLIL teaching will be embedded in the schemes of work for all subjects, with a focus on incorporating CLIL activities in lessons.

8.2 Staff are encouraged to 'buddy up' with a teacher from another subject to discuss ideas, create resources, conduct peer observations and improve practice. This collaborative approach is helpful for producing better resources, as well as a better understanding of CLIL/EAL approaches across the curriculum. These resources and examples of good practice should be placed on One Drive, allowing it to be shared amongst all staff.

8.3 Training occurs in yearly cycles to allow new staff to be trained and existing staff to refresh their knowledge. This will consist of:

- Yearly CPD showing examples of good practice.
- A bi- annual EAL/CLIL Conference
- A mentoring system, where existing staff can help new staff become familiar with the concept of CLIL and strategies to use in lessons.

Valuing language outside the classroom

8.4 To encourage and promote the use of both English and L1, we will:

- Seek access to teachers and GCSE exams in the students' native languages.
- Focus on and celebrate specific languages and cultures at different times of the year.
- Host the yearly Cultural Fair.
- Help forge links with the senior school and open up further options to our pupils, such as Chinese Club.
- Endeavour, where possible to, to provide translations of letters home to parents when needed.