



King's High School

Policy:	<i>English as an Additional Language</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>Deputy Head (Pastoral)</i>
Approved by:	<i>KHS Committee, June 2018</i>
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Signed:	<i>S Burley, Deputy Head</i>

Policy on English as an Additional Language (EAL)

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To equip teachers with the knowledge, skills, and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

School/class ethos

- Recognise the child's mother tongue; boost the child's self-esteem and that they have the potential to become a bilingual learner
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

- It is the expectation that if a pupil is accepted who does not have English as her first language, the entrance process (exam, school report, and interview) will have given assurance that she will be able to cope with confidence with a curriculum delivered in English
- Nevertheless, where appropriate, planning should show evidence of differentiated work for EAL pupils
- Staff should have high expectations for EAL pupils and expect pupils to contribute as they would for other pupils
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Utilise range of teaching techniques to develop EAL pupils confidence as well as ability

Responsibilities

Registrar

To obtain, collate and distribute to Head, DHs, Head of Key Stage and Head of Learning Support if needed, information on new pupils with EAL. This includes:

- Language(s) spoken at home
- References, individual educational plans and curriculum details from the previous school

Head

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Training in planning, teaching and assessing EAL learners is available to staff
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed

Head of Learning Support

- Oversee initial assessment of pupils' standard of English
- Ensure that relevant information on pupils with EAL reaches all staff through All Circumstances Form and where appropriate the SEND Register
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with the external agencies as necessary
- Liaise with pupil, parents/guardians where necessary
- Provide or arrange suitable support for the pupil as appropriate - on a private basis
- Report to the Deputy Head (Pastoral)/Head on the effectiveness of the above and the progress of pupils

Class/subject teacher

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping