



# King's Hall School

TAUNTON

## **EAL POLICY**

(This policy is applicable to all pupils including those in EYFS)

### **Responsibility**

**Individual:** Deputy Head Academic  
(and Head of Learning Strategies)

### **Review**

**Last review date:** March 2020

**Next review date:** March 2021

## Introduction

At King's Hall we place great importance on the teaching and learning, achievements, attitudes and well-being of all children; **all** are encouraged to achieve to the very best of their ability and achieve the highest possible standards. We provide equal opportunities to all of our children, and have regard to the Equality Act 2010 and The Race Relations (Amendment) Act 2000.

The term EAL is used to describe 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 development of skills of EAL pupils from when they enter the school (Year 2 onwards) to when they leave at the end of Year 8.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English.

At King's Hall School, all pupils for whom English is an additional language should have access to the curriculum and the full range of extra-curricular activities on the same basis as all other pupils.

## Aims

- To give all children the opportunity to overcome any barriers to learning and assessment.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to King's Hall School.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential and integrate fully into life at King's Hall School.
- To identify and make maximum use of the opportunities for modelling fluent English.
- 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.

## Scope

Each year, at King's Hall, we welcome a few international long stay pupils from different cultural backgrounds.

During the summer term, we usually accept a small number of pupils from other European countries, such as France, Italy, Spain, and Russia, who come for the whole or second half of the term to be immersed English and experience a traditional boarding school environment.

In addition to this we have, both in the Pre-Prep and the Prep, pupils whose first language is not English.

## EAL is part of the Learning Strategies Department

Please see also whole school (including EYFS) policy on Special Educational Needs / Learners with Difficulties and/or Disabilities.

The school recognises that most EAL children needing additional support do not have SEND needs. Indeed a child must not be regarded as having a learning difficulty solely because the *language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home* (section 20(4) Children and Families Act 2014). However, should SEND needs be identified; EAL children will have equal access to the school's provision and support. Equally if children are deemed Gifted and/or Talented, they will have the same opportunities as any other Gifted or Talented children within the school.

## Admission with regard to EAL

- We welcome pupils whose first language is not English.
- International pupils joining the school will be expected to have studied English and their level of understanding must enable them to follow lessons taught in English and to socialise, settle and make friends amongst our pupils.
- Prior to a place being offered, the school requests a copy of the latest school report (translated into English). Following this, assessments take place in both English and mathematics, and places are offered upon satisfactory completion of these.
- It is important that a pupil is emotionally robust to be able to cope with being a long way from home and the inevitable stresses caused by language and cultural differences in the early stages.
- It is not in a pupil's best interest to be accepted into the school unless they are academically able and well-motivated to learn.
- Academic ability is also necessary to reasonably ensure transfer on to King's College at 13 thus avoiding undue disappointment.
- Basic vocabulary may be given for a pupil to work on prior to arriving at King's Hall.

## **EAL Staff**

There is one specialist EAL member of staff, with RSA CELTA qualifications:  
Mrs K. Aladin BA (Hons), PGCE, PGDip Ed, CELTA

The EAL teacher will assess the level of the pupil's English language and be responsible for planning and delivering their syllabus, monitoring their progress and liaising / reporting to staff and parents.

## **Provision**

EAL pupils are integrated into their year group and do all their lessons in English. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English. All staff involved in teaching EAL pupils liaise through the weekly staff meetings and pupil progress meetings and share information on EAL pupils. The Learning Strategies (LS) department provides advice on planning, teaching and assessing of EAL pupils in the classroom and good practice is shared. Whole-school INSET sessions support this.

Pupils are academically set on an individual basis, taking into consideration their language ability and innate intellectual ability. The school uses Standardised Progress Tests to benchmark ability and to measure progress (for example in English - reading, comprehension and spelling, and in Maths) to ensure that EAL pupils are set appropriate and challenging learning objectives.

During lessons, teachers will:

- support EAL pupils in their classrooms, according to their developmental needs, in a variety of ways appropriate to the age and stage of the child
- have high expectations and encourage EAL pupils to contribute and respond with more than single word answers
- use groups/pair work to ensure that EAL children hear good models of English
- ensure that there are many opportunities for talking to both adults and peers
- be aware of any bullying issues and both deal with and refer such concerns in accordance with the School's Anti-bullying Policy.

EAL pupils are taught two specialist EAL lessons each week. There are also times when pupils will attend small group EAL lessons for communication activities to take place. We also provide for the weaker pupils in being able to add additional 1-1 lessons to fit in with individual timetables. EAL work is set to be completed during prep times and during other lesson times, including during French lessons.

In Years 7-8, the Common Entrance English syllabus is taught in academic English lessons. Participation in these lessons is phased in and will depend on the language ability of the individuals, however:

- EAL pupils participate in all English skills and all appropriate writing activities
- EAL pupils participate in Speaking & Listening activities

## **Language Programme**

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The department offers a well-structured and varied course, supported by good resources to teach EAL and prepares pupils for Common Entrance in Year 8 (see also EAL schemes of work & resources: Years 6-8).

### **School Exams**

EAL pupils normally take school exams in the following subjects:

- English (CE and EAL) four skills – speaking, listening, reading and writing
- Maths
- Science
- History
- Geography

### **Common Entrance**

EAL pupils take CE papers in the following subjects:

- English (CE and EAL) 4 skills – speaking, listening, reading and writing
- Maths
- Science
- History
- Geography

EAL pupils may have exam concessions in some subjects. These include bi-lingual dictionaries, and additional time.

### **ESOL Exams**

All pupils have an option of working towards and/or taking Cambridge ESOL exams: KET, PET, and First Certificate. We aim to help them, if possible, to continue to work towards English qualifications they may be pursuing at home.

### **Links with King's College**

We maintain close links with KCT re the recruiting and admission of International pupils. We hope the EAL pupils will continue on to King's College and we liaise closely re their transfer.

If for any reason a pupil is out of year group they must have been through Year 8 before they join KCT. We encourage links between the EAL pupils of both schools. Sixth form students at KCT are always willing to visit and help us with conversation in Cantonese or translation if there is a need.

### **Guardians**

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Parents are required to arrange UK guardians with whom their sons/daughters will spend half-term holidays and long weekends.

### **EAL Tuition Costs**

All extra tuition is charged at a standard group or individual rate as published in the King's Hall Fees and Charges sheet.

Pupils from abroad whose first language is not English are charged a fee which includes two extra English lessons (1 hour) per week. Additional lessons are charged at the standard rate.