



KENSINGTON
PARK SCHOOL

EAL POLICY

The aim of the policy is to support EAL provision, including teaching and learning standards, pastoral care, and proficiency development, with the aim of promoting equality of opportunity and ensuring EAL students reach their full potential.

REVIEWED BY:

Stef Withey-Jones	Head of Teaching and Learning	Date: 09/2023
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DEFINITION OF EAL

The government definition of a pupil with EAL is anyone who has been exposed to a language other than English during early childhood and “continues to be exposed to this language in the home or the community”.

The statutory guidance by The Department for Education (DfE) in the National Curriculum states that:

4.5. Teachers must take account of the needs of students whose first language is not English. Monitoring of progress should take account of their age, length of time in this country, previous educational experience and ability in other languages.

4.6. The ability of students for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help them develop their English and aim to provide the support students need to take part in all subjects.

RATIONALE

The purposes of this policy are as follows:

- To outline the school’s approach to identifying and meeting the needs of students who are classified as having English as an additional language.
- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

KEY PRINCIPLES

- Promote and encourage the development of the children’s first languages in order to facilitate concept development in tandem with their acquisition of English.
- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level. EAL should not be confused with SEN and pupils can learn more quickly alongside good language role models. Teaching staff should avoid placing students in lower-ability groups initially.
- Identify language outcomes for all curriculum areas and include in medium-term planning.
- Provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Use key visuals, effective differentiation and other strategies to support access to the curriculum.
- Ensure that language and literacy are taught within the context of all subjects.
- Ensure that learners not yet fluent in spoken English or the language of the curriculum receive planned support for their oracy and literacy skills.
- Actively liaise with parents to help them to support their children’s learning.

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- Facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
- Assess EAL pupils in their first language where possible and where appropriate.
- Seek first language assessment to ensure the accurate identification of SEN.
- Monitor the results of statutory tests by language and set targets to address any identified underachievement.
- Provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- Celebrate multilingual skills and promote linguistic diversity with all pupils.

ASSESSMENT AND MONITORING

In addition to the initial assessment, the progress of EAL learners will be tested and monitored through the school assessment procedures. The SENCO will discuss progress with class and subject teachers suggesting strategies or adjusting support. In cases where students receive specialised EAL lessons, such as IELTS, EAL progress reports will be given at the same time as whole school reports. These will show the current EAL attainment grades and include targets and areas for further development.

EAL LEARNER PROFILES

EAL learner profiles can be found on Firefly. These are to support staff with teaching and learning strategies and for staff to share methods that have been particularly impactful with EAL learners in their subject lessons. Proficiency grids and CEFR (Common European Framework for Reference of Languages) scales are attached to these learner profiles for lower proficiency learners, describing their language ability in order to support teachers with planning and teaching. These proficiency grids and CEFR scales will be updated to reflect progress measured by assessments.

EAL SENIOR SCHOOL

EAL provision after admission is coordinated by the SENCO with support from the English Faculty. Pupils are assessed according to their age and key stage. There is a breadth of language expertise in the school e.g. French, Italian, Spanish, Greek, Russian and Mandarin. These staff can be called upon to assist with support. For most younger children (Year 8 and below), immersion in the target language is sufficient for them to become fluent very quickly, with some targeted EAL support. EAL teaching focuses on literacy and skills related to their future/current GCSE exams. Teaching staff upskilled and provided with profiles, resources and advice via firefly.

SIXTH FORM

EAL for upper school focuses on writing, listening, reading and speaking for academic purposes that will ultimately meet the English Language entry requirements for undergraduate studies. The predominant focus of EAL in the sixth form is to prepare for the IELTS exam. This exam is used for internal progress and monitoring purposes.

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When a prospective student applies to KPS sixth form they are asked (inter alia) to provide evidence of their level of proficiency in English. The level of proficiency we are looking for is that exactly required by UK universities for acceptance on undergraduate courses.

This level of proficiency may be demonstrated by a GCSE grade in English Language, or by an IGCSE grade in English as a First Language or by their individual and overall banding in the IELTS (International English Language Testing System) Academic test.

In the case of students who have taken either GCSE English Language or IGCSE English as a First Language, anyone who has **not** achieved a grade of 4 or higher (C or better) will be placed in a class studying for the IGCSE in English as a First Language. In the case of students who have taken the IELTS Academic test, anyone who has **not** achieved "a flat grade 7" (that is, a banding of 7.0 or higher in each of the four parts of the tests – listening, reading, writing and speaking) will be placed in a class to prepare for the IELTS Academic test. Students with other English Language qualifications will be looked at on an individual basis.

Anyone who does not have the required level of proficiency will be placed in a class studying for the IGCSE in English as a First Language, if English is their first language, or in a class studying for the IELTS Academic test if English is not their first language.

Advisory Board Member

DocuSigned by:
David Sibson
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Acting Headmaster

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