



English as an Additional Language Policy

This policy document provides a full and detailed account of the aims and strategies of King's College Madrid, Soto de Viñuelas to ensure that all students entering the EAL programme fulfil their potential and reach the required level of competence in English that enables them to participate fully in the school curriculum. The policy highlights the school's obligations in terms of planning, organisation, teaching, assessment and reporting procedures, formalising the requirements necessary to meet the needs of all pupils who have English as an additional language and to raise pupil achievement.

Purpose of study

Many pupils entering King's College Madrid, Soto de Viñuelas will regularly speak a language other than English. The purpose of the EAL classes is to ensure that all pupils are supported in their development towards becoming both competent and confident speakers and writers of English. The EAL teacher works in close harmony with the rest of the school to ensure that each pupil's needs are met both within the specialist EAL classes and the mainstream classroom, ensuring maximum access to the school curriculum.

King's recognises the importance of valuing each student's home language, particularly in light of the fact that the more developed the literacy skills in the home language and the more support for language there is, the easier a student finds it to progress in an additional language. At King's we value bilingualism, and whilst we encourage all students to speak English within the classroom setting, pupils are encouraged to maintain their home language and use it in the school environment if necessary.

Department Objectives

EAL lessons are for those pupils who enter the school with an insufficient level of English, whether oral, written, listening or reading skills. Parents of these pupils are informed during the selection process of the need for these lessons.

Occasionally, pupils already attending the school and whom show insufficient progress may be asked to join a series of Induction English lessons. The duration and quantity of lessons depends on each pupil.

In order to be able to participate fully in the mainstream class and have equal access to the school curriculum, each pupil in the EAL programme needs to learn and be able to competently use:



- the sounds of English;
- the grammatical structures and conventions;
- the meaning of words and phrases;
- contextual comprehension..

Whilst in the initial stages, much of the focus of the EAL classes is on oral communication; it is a fundamental part of the EAL programme that each student can successfully assimilate the four language modes – speaking, listening, reading and writing. Typically, students demonstrate an uneven profile in language acquisition and it is crucial that time is provided for them to develop each of the four modes adequately. Each student takes different amounts of time to acquire these skills and therefore the duration of the classes is dependent on individual needs.

The work done in the EAL classroom is inter-related across the four modes of language ensuring that focus in one area supports development in another. In addition to this, the mainstream classroom provides an environment where EAL pupils can work with fluent English speakers putting into practice newly acquired skills in a more typical setting.

Programme of Study

The EAL teacher is responsible for the specific learning objectives of each individual student. The curriculum content is carefully planned to ensure that students are able to meet the objectives as set out above, enabling them to have full access to the mainstream curriculum as quickly as possible. Whilst to some extent this will be specific to learners of English as an Additional Language, it is important to stress that particularly after the initial stages of language learning, the EAL curriculum is based largely on the wider National Curriculum goals for English with a strong focus on grammar.

Evidence suggests that young learners of English as an additional language go through a similar process of sorting out English grammar as children brought up in an English-only environment. They demonstrate very similar development errors such as in their use of the past tense and both negative and question forms. This highlights the importance of long term planning with national curriculum expectations set as the eventual target for learners of EAL. Similarly, for older pupils, research carried out by UK national test agencies suggests that a clear goal of attaining age appropriate national curriculum at KS2 should be set and worked towards by the EAL department, in addition to the mainstream school. The achievement of this level signifies a student has assimilated all four language modes and reached the required level of



competence to participate fully in the school curriculum. As stated above, the time taken to reach these levels is individual to each student. Generally, an absolute minimum of a year is required in the EAL programme but in many cases this time period may be significantly longer. The crucial point is to ensure equal access to the mainstream curriculum for all children and a pre-emptive exit may jeopardise this objective.

Curriculum development by the EAL teacher therefore needs to reflect the objectives of the National Curriculum. However in the initial stages, planned lessons will focus on the need for “real-world communication” stressing functions such as asking for and giving personal information, describing physical appearance, following simple instructions and learning the vocabulary of the classroom. Plans are written for the objectives for each small group for each half-term, and short-term plans are also written on a weekly basis. The teacher notes any areas which need reinforcement, either at an individual or group level, or on the contrary need less attention, and uses this information for subsequent planning.

Teaching and Learning

Whilst this policy document is specific to EAL, it should be noted that many of the strategies used by the EAL teacher are widespread across the school as fundamental tools in assisting children to develop their skills in English as an additional language. A wide range of teaching strategies are utilised to address a variety of different learning styles and to engage the children in the learning process as actively as possible.

- All classroom activities have clear learning objectives that are set out at the beginning of each lesson, addressed throughout and revisited at the end of each session to ensure that students are fully aware of and involved in what they are learning.
- EAL classroom activities are differentiated according to the needs of the individual student. Differentiation may take several forms dependent on the activity in question but will be either by task, outcome, resources or teacher/peer support.
- The key language features of each curriculum area are identified clearly. These may include the grammar focus, key vocabulary, uses of language, forms of text etc.
- Each lesson provides enhanced opportunities for speaking and listening with students participating in role play, presentations, discussion and story/experience recounting etc.
- Additional verbal reinforcement and correction by the teacher is consistently provided in the form of repetition and modelling.
- Collaborative activities play an important role in the EAL classroom as a means of encouraging and supporting active participation.



- The EAL classroom provides an environment rich in additional visual support, e.g. posters, pictures, computer images, description and use of gestures.
- Reading and writing activities in the EAL classroom involve discussion before, during and after the activity.
- Each EAL class involves the provision of scaffolding where required. This may take the form of talking or writing frames, sentence starters, or word mats etc. More able pupils are encouraged to use their full imagination to create personal accounts and interpretations of the assigned tasks.
- Where possible, the EAL teacher will ensure that learning progression moves from the concrete to the abstract to confirm that the learning objectives have been met.
- Spanish may sometimes be used in the EAL classroom to assist understanding and learning.
- Pupils are given homework. This is usually learning spellings or occasionally finding information about a topic. Pupils are also given a reading book and older pupils are expected to write a short summary or answer simple questions on it.

Organisation and Resources

Each EAL class is taught by a specialist EAL teacher who withdraws pupils from the mainstream class, usually for one lesson a day subject to the needs of the individual. Pupils are grouped according to age and ability in groups not exceeding 6 students. Lessons are conducted in a specially appointed EAL room where pupils and the teacher have access to a wide range of resources including both EAL specific and non EAL specific books, games and flashcards. Where possible, pupils will not miss any of their core subjects (English, Maths) and will only miss one class per week from any other subject area.

New resources are created, researched and updated on a weekly basis according to requirements. These resources are as varied and tailored as possible in order to cater to each pupil's optimum method of learning.



Data and Assessment

During the initial admittance process for every non-native English speaker, an interview and CAT 4 test will be conducted by the admissions department with the parent or guardian to ascertain the degree of previous exposure of the child to English as an additional language.

Following admittance to the school and the EAL programme, the teacher continually assesses the pupils informally during lessons to check their progress, making notes on lesson plans. This helps the teacher make informed decisions about subsequent planning. Written or verbal feedback is given to the pupils and pupils are also asked to assess their own and each other's work when possible and think about how to improve it.

EAL pupils are tested more formally together with their peers to ascertain NC levels in the core subjects when the class and I.E. teachers consider they are ready. This is usually by term two or three but depends on the pupil and their age.

Those EAL pupils who are not ready to take mainstream end of term or end of year tests are assessed more formally by the Induction English teacher, using EAL type tests, which have the advantage of being more internationally recognised and are helpful if children are in transit. These tests assess oral, listening reading and writing skills.

The EAL department works in conjunction with the mainstream school in assessing a student's readiness for exiting the EAL programme but it should be noted a student's ability should be in line with their current year group in order for them to fully join the main class.

All assessment of EAL students is carried out in a sensitive manner particularly with regard to the mainstream assessment as it is crucial that self-esteem is not compromised in the process. Whilst EAL students will initially attain mainstream assessment results below their peer group, King's EAL department provides feedback to the student in a broader learning context that the assessment alone accounts for. Each EAL pupil at King's needs to gain recognition for what they can do and for the progress they have made.

Monitoring and Evaluation

All staff (both EAL and class) observe, assess and record information regarding each pupil's language development on a continuous basis. Pupil's will be deemed to be ready to leave the programme when they have reached a level of proficiency which is in line with their year group and are seen to be able to follow their mainstream classes. Decisions made of leaving EAL will be made in conjunction with the main class teachers and the SLT. Parents will be informed directly by email of any decisions made relating to this.



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Targets are set for individual pupils and progress towards those targets is evaluated throughout the year. This review process is carried out jointly by EAL in consultation with class staff to ensure that an overall view of progress is attained as students often perform differently in different environments depending on their level of confidence in those situations.

It is the role of the EAL teacher to keep themselves updated with current best practice and available resources in the field of EAL.

Reporting to Parents

EAL pupils are given three full written reports in each academic year, in December, March and June. Furthermore, parents are kept informed of any day to day issues concerning their child via email. Any parent of an EAL pupil is welcome to schedule appointments with the EAL teacher as they require throughout the school year to discuss the progress of each child.

This policy will be reviewed every year.

Created and Reviewed by : Charlotte Christiansen - January 2018 Paul Crouch - September 2019	Policy Category: Languages
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