KINGS COLLEGE GUILDFORD

EAL Policy
2026 - 2027

“Work hard and be kind”

POLICY REVIEW AND AMENDMENT LOG

Status & Review Cycle: **Non-statutory; annual**
Next review date: **July 2025**

Reviewed By:	Review Date	Reviewing Governor	Date Approved by Governing Body
Sharon Chinnappa	June 2014		
Sharon Chinnappa	June 2016		
Mollie Robberts	September 2017	Bob Arnold	12/10/2017
Mollie Robberts	September 2018	Bob Arnold	12/10/2018
Mollie Robberts	July 2019	Bob Arnold	26/09/2019
Mollie Robberts	September 2021	Mick Michell	20/10/2021
Mollie Robberts	July 2022	Mick Michell	07/07/2022
Mollie Robberts	July 2023	Jo Oliver	12/10/2023
Mollie Robberts	July 2024	Jo Oliver	
Mollie Robberts	July 2025		
Juliette Snedden	July 2026		

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1. INTRODUCTION

Kings College is proud to have a diverse community which contribute to around 40 different languages being spoken. We value the linguistic and cultural diversity this brings to our school and wider community, as we believe that it provides our school with opportunities for enriching experiences.

The term EAL is used when referring to students where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards.

Objectives:

- This policy is to ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- To help students with EAL to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving student attainment.
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School.
- To monitor student progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages through GCSE examination where appropriate and available.

2. STRATEGIES

School / Class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the student's mother tongue; boost the student's self-esteem. Remember, he/she has the potential to become a bi-lingual adult.
- Identify the student's strengths, encouraging them to transfer their knowledge, skills and understanding of one language to another.

- Recognise that students with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams will be awarded if appropriate which inline with JCQ Arrangements allows all learners with EAL to use a bilingual dictionary and 25% additional time to use this if they have been in the UK (or taught in an English/American School) for less than three years. At Kings we automatically allocate this upon arrival if information about background has been shared at admissions.
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used.
- Allow students to use their mother tongue to explore concepts.
- Give newly arrived students time to absorb English (there is a recognised 'silent period' when students understand more English than they use – this will pass if their self-confidence is maintained).
- Group students to ensure that EAL students hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Using technology to support necessary translation. This includes the use of tablets to support students with early fluency levels to translate keywords and terms in order to access work.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.

Assessment

- The School Admissions form identifies students where English is their second language
- We carry out on-going recording of attainment and progress assessments in line with agreed school procedures.
- The school assesses all students' with EAL proficiency with English annually using the Bell Scale to ensure they are making progress. This tracks proficiency against grades A-E across speaking, reading and writing. This in turn identifies those learners with early fluency for additional support sessions.

  <u>Levels of Need</u>
  - **New to English** – knows some everyday expressions but has minimal literacy
  - **Early Acquisition** – follows day to day social communication, participates in learning with support
  - **Developing Competence** – able to express themselves orally but structural inaccuracies are apparent
  - **Competent** – oral English is well developed, written English still lacks complexity with occasional errors in structure.
  - **Fluent** – competence equivalent to 1st language speaker.

- The school uses professional support for the assessment of new students with EAL through the REMA service when required.

Access and support

- All students will follow the full school curriculum. The school will provide texts and resources that suit the students' ages and levels of learning.
- Where appropriate, students will be supported by a roaming Teaching Assistant in the classroom to enable the student to complete tasks with understanding.
- Where necessary, for students with early fluency or for those who are functioning at more than one levels behind that which could be expected for their age and time in school, withdrawal support will take place on a weekly basis for a set period of time to address specific language or learning focus.
- Where appropriate, students will be supported through taking part in the Rollama intervention that is run during one tutor time session a week.
- A regular EAL Club runs at lunchtimes to welcome new students and to build relationships across the year groups.

3. RESPONSIBILITIES

SENCOs ensure that:

- Available data is used twice a year to review student progress and identify the need of additional support
- All involved in supporting EAL learners liaise regularly.
- Family and staff are aware of the school's policy on students with EAL.
- Plan and deliver training in planning, teaching and assessing of EAL learners is available to staff.
- The effectiveness of the targeted support for students with EAL is monitored and assessed regularly.

EAL Progress Mentor

- Oversee initial assessment of students' standard of English and then annually thereafter.
- Share assessments with staff and highlight strategies required for those with early-stage fluency and gather their views on the progress of the students in their specific subjects
- Relevant information on students with EAL reaches all staff.
- Give guidance and support to set targets and plan appropriate work.
- Run targeted intervention for students with EAL when at the initial phases of fluency
- Attend meetings with REMA, STIPS and other professionals when the students involved has EAL.
- Report to the SENDCo on the effectiveness of the above and the progress of students.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENDCOs.

Class/subject teacher

- Be knowledgeable about students' abilities and needs in English and other subjects

- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping
- Highlight relevant observations and concerns with SENDCO and Progress Mentor for EAL

Adaptive Toolkit strategies to employ

- Use seating plans to support EAL students. Place with more able students to help 'model' good quality English
- Encourage learning in their first language to start with using Google Translate or their tablet.
- Teach key vocabulary first
- Get the students to divide their work in their books – 1st language on the left – English on the right
- Use homework time to get them to translate work into English
- Highlight key words on ppts and resources and translate some of the work into their 1st language
- Learn how to say hello and goodbye in their 1st language to make them feel included

4. MONITORING AND REVIEW

This policy document will be monitored by the SENDCo and the EAL Progress Mentor in liaison with the Vice Principal. The policy will be reviewed annually.