



KD  
GRAMMAR  
SCHOOL  
FOR BOYS

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# **Kassim Darwish Grammar School for Boys**

## **EAL Policy**

## Introduction

The term English as an Additional Language (EAL) is used when referring to students whom either (i) English was learned after another language or (ii) the main language spoken at home is not English.

A student 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) of the Children and Families Act 2014). However, students for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria. Those for whom EAL and SEN overlap are given dual support.

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

## Aims and Objectives

- To welcome and value the cultural, linguistic and education experiences that students with EAL bring to school
- To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum
- To help EAL students to become confident and fluent in English in order to be able to fulfil their academic potential
- 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 students with EAL
- To monitor students' 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 where there are opportunities to do so

## Strategies

All students **sit a writing piece** on application to enter the school, in addition to the GLS entry exams where early identification of EAL is noted by HOD (English) who marks all the emergent responses. Thereafter, within the first half-term, **year 7 (and any other year entries) are assessed to identify any specific difficulties** they might have with working in English and the support they may require via 2 marked set pieces. Afterwards, a more rigorous test is applied once pupils have settled in. Using an AQA or Edexcel **baseline and a reading and spelling age assessment** before December (Covid year excluded) the student's level of English is measured. If the level of communication is such that it does not affect their understanding or learning, the school will not be required to provide specific additional support other than normal good practice of differentiated work; however, the school will monitor the student's progress and more specific support will be provided should the situation change.

**The main support, once a student is deemed to require it, is delivered via 4 methods at KD:**

i) **A BESPOKE 38 week pack of interactive word activities** are used where crosswords/word searches are embedded to enhance the twice weekly spelling tests for years 7,8,9 and some weeks for 10/11.

ii) English HOD collaborates with Library to showcase L1: e.g. a student in year 7 was given a speech about PUSHTO, ICT teacher who speaks Russian and other Baltic languages) read out stories World Book Day celebrated stories from multiple cultures which showcased L1 content.

iii) SENDCO is able to authorise and enact **JCQ applications for extra time (10% is applied for plus bi-lingual dictionary)** after establishing students' eligibility. This then becomes the student's **normal way of working** in class not just for intrinsic/extrinsic exams.

The school will ensure that EAL students are set appropriately and challenging learning objectives.

Students who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required.

The school will ensure that:

- The content and delivery of the curriculum will be tailored to the needs of all the students in the class for e.g. departmental meetings acknowledge EAL considerations issues arising are cascaded to SENDCO.
- The curriculum will be made accessible through the provision of differentiated materials
- Training in planning, teaching and assessing EAL students' is available to staff
- Students with high EAL needs will be offered out of class support and every effort will be made to link EAL concerns with the IXL package content.
- The effectiveness of the teaching of students with EAL is monitored and reviewed, and data collection is managed. All staff will have a list of EAL pupils (those with 10% extra time and those receiving IXL support).
- Any bullying of which the school becomes aware will be dealt with in accordance with the School's anti-bullying policy

All teaching staff can assist by:

- Be knowledgeable about students' abilities and needs in English and other subjects
- Ensure the student's name is pronounced correctly and that he is included as much as possible
- Use this knowledge effectively in curriculum planning, classroom teaching and grouping

- Any concerns about the well –being of a student with EAL should be referred to the appropriate Form tutor / Key stage coordinator
- If the school reason to suspect that a student with EAL may also have special educational needs, the Parents and the School will refer to the sections in the special educational needs policy.

## **English as an Additional Language: Guidance Strategies for Mainstream Teachers**

Please ensure you use the following strategies:

- **Provide plenty of contextual support**, such as pictures, objects, diagrams, actions, videos, gestures: for example comprehensive word banks in English teach new vocab. through an antonym, IPA pronunciation and a context sentence.
- **Identify and teach key words and phrases** and provide opportunities for rehearsal. SPaG AQA book is available for all departments to use, and support has been given to staff to use them.
- **Value and draw on the student’s previous knowledge, skills and experiences. Word wheels which place a simple word at the core that then radiate out to more complex lexis with synonyms, are an excellent application for this.**
- **Ensure topics, materials and resources are culturally familiar and accessible.**
- **Group the learner with his/her intellectual and social peers and strong English language peer models.**
- **Keep instructions and explanations brief.**
- **Ensure clear layout of worksheets/support materials.**
- **Regularly check the pupil has understood instructions.**
- **Capitalise on bilingual opportunities in the classroom for e.g. Creative Writing which encourages students to *borrow authenticity and credibility from L1* specific terms such as nouns of cultural dress, food, place, terms of address and proper nouns in order to hit complex criteria is highly encouraged.**
- **Provide plenty of small group collaborative activities** where listening and talking are central to learning.
- **Provide key visuals** to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps.
- **Encourage students to use bilingual dictionaries** where appropriate and subtitles in English on DVDs/documentaries.
- **Provide scaffolding for reading and writing tasks**, e.g. writing frames and information grids.
- **Some specific strategies to develop communication in English**
- **Self-talk**: label and describe what **you** are doing, demonstrating how to communicate about an activity.

- **Parallel talk:** you describe the student’s activity as you interact with him/her. The language has meaning for the child because it concerns something he/she is interested in.
- **Repeating:** listen carefully to the child, and then repeat back all or part of what he/she said. This clarifies and serves as an acknowledgement of the child’s speech, and encourages the child to continue talking because it shows interest in what they have to say.
- **Restating:** when the child makes a language error, repeat what they have said in a corrected form without drawing attention to the error. You will be modelling standard language in a positive, non-threatening form that facilitates communication.
- **Expanding/extending:** a natural conversational technique in which the adult adds new ideas to the discussion, encouraging children to expand their thinking or to develop new vocabulary.
- **Modelling:** children need to learn new language structures in meaningful contexts many times before they can use them. One way to accomplish this is to model the language by using it in just the way we want them to use it.
- **Open-ended questions:** asking questions which have more than one ‘right’ answer stimulates more
- **Language enabling setting where words/terms/labels are displayed around the classroom and learning environment.**
- **HO English Production of *Let’s Hear It For The Boys reading advice support* LEAFLET encourages parents to read in L1 to their children at home especially in poetry and idiomatic narrative.**
- **Culture Day platform for celebration of multiple cultures in the school by dressing in idiosyncratic garb and promoting a love/respect for that area of the world**
- **Connectivity of Language: interrelatedness of words by promoting an understanding of the origins of languages. Assembly in September on Etymology; display of word evolution in corridor and unit of work on etymology in year 8 every second year.**
- **Amended in line with current practice**

<b>Date</b>	September 2023
<b>Reviewed by</b>	Dr A Beevers
<b>Next Review Date of this Policy</b>	September 2024