



English as an Additional Language (EAL) Policy

This policy provides a full and detailed account of the aims and strategies of King's College School Murcia (KCM) to ensure that all students entering the EAL programme fulfill 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 KCM'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.

The role of the EAL department is to support children whose first language is not English. This encompasses children who are fully bilingual and all of those at different stages of learning English. The programme is delivered within the school to ensure that all pupils are supported in their development towards becoming both competent and confident speakers and writers of English.

The EAL department works in close harmony with the rest of the school to ensure that each pupil's needs are met both within the specialist EAL support classes and the mainstream classroom, ensuring maximum access to the school curriculum.

Our View

EAL pupils develop their speaking, reading, and writing skills in English through immersion in a broad and enriching curriculum. Our curriculum is adapted to meet the individual needs of each learner, recognising that every student learns in a unique way.

At King's College School Murcia, we promote language development through the purposeful use of language, technology, and visual support. The school's structure and ethos foster inclusion and help EAL pupils integrate successfully into the wider school community, while celebrating and valuing linguistic and cultural diversity.

We view bilingualism as a valuable and enriching asset. Parents and prospective parents are provided with detailed information about our EAL provision through our parent information leaflet. Strong communication between the EAL team and parents is a key priority, ensuring a collaborative approach to each pupil's language development.



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Pre-Assessment

Upon joining the school, all students are assessed to determine their level of English language proficiency. The results of these assessments are reviewed by SLT and the EAL Coordinator in collaboration with the Head of Admissions to decide whether a student would benefit from EAL support and to identify the most appropriate EAL level for each individual.

Initial evaluations may include:

- Information from the application form.
- Information from parents/guardians.
- Information from initial assessments and observations (*CAT 4 or others*).
- Information and reports from the previous school.

Assessments during the School Year

Students' language development is evaluated and assessed regularly to monitor their progress, level of language acquisition, and achievement of individual targets. These ongoing assessments enable the EAL team to ensure that support and interventions remain personalised and effective for each learner.

Written and verbal feedback is provided to pupils, who are also encouraged to engage in peer review to reflect on and develop their learning further.

All assessment of EAL pupils is conducted sensitively, particularly in relation to mainstream assessments, to ensure that their self-esteem and confidence are maintained. While EAL students may initially achieve results below those of their peers in mainstream assessments, the EAL Department at King's College School Murcia provides feedback within a broader learning context that recognises individual progress and achievement. Every EAL pupil is acknowledged and celebrated for what they can do and for the progress they have made.

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Competencies

The EAL programme at King's College School Murcia is guided by the principles of the Cambridge curriculum and The Bell Foundation framework, both of which emphasise a comprehensive and inclusive approach to language development.

Our focus is on building strong linguistic foundations through:

- **Phonetics and pronunciation:** developing accurate speech sounds and intonation patterns in English.
- **Grammar and language conventions:** understanding and applying grammatical structures with increasing accuracy and confidence.
- **Vocabulary and meaning:** deducing the meaning of words and phrases through contextual comprehension and real-life application.
- **Structured writing:** developing coherence, organisation, and clarity in written communication across different genres and purposes.

For students of all ages, the programme integrates the four key language skills—speaking, listening, reading, and writing - into all learning experiences. We recognise that learners often demonstrate uneven progress across these areas, so our teaching provides time and targeted support for the balanced development of each skill.

In addition, participation in mainstream classes allows EAL pupils to consolidate their learning and apply newly acquired language skills in authentic academic and social contexts. This integration supports both linguistic and cognitive development while promoting confidence and inclusion within the school community.

Curriculum and Planning

The EAL curriculum is carefully planned to ensure that students can meet key learning objectives and gain full access to the mainstream curriculum as quickly and effectively as possible.

Our curriculum is:

- Adapted to meet the individual needs and language levels of each student.
- Aligned with the broader aims of the UK National Curriculum
- Focused on grammar and language structures while also developing communication, comprehension, and writing skills.

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- Progressive, setting the expectations of the National Curriculum as the long-term targets for EAL learners.

At the initial stages, lessons prioritise real-world communication, emphasising practical language functions such as asking for and giving personal information, describing people and objects, following simple instructions, and learning essential classroom vocabulary.

Medium-term plans are developed specifically for each group of students to reflect their learning goals and stages of language acquisition. Short-term (weekly) plans are then created to address individual areas requiring reinforcement, ensuring that teaching remains responsive, targeted, and effective.

Teaching and Learning

Whilst this policy document is specific to EAL, it should be noted that many of the strategies used by the EAL department 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.
- All 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, and forms of text.
- Each lesson provides enhanced opportunities for speaking and listening with students participating in role play, presentations, discussion and story/experience recounting, among others.
- 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, descriptions and the use of gestures.

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- 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. 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.

Organisation and Resources

Each EAL class is delivered by a specialist teacher. Support may be provided through withdrawal sessions, where pupils work in small groups or individually outside the mainstream classroom, or through in-class support, where the EAL teacher assists pupils during lessons.

Pupils are grouped according to both age and ability, and they typically receive EAL support four times per week in small-group or one-to-one sessions.

Lessons take place in a dedicated EAL classroom, equipped with a wide range of resources designed to support language development. These include books, workbooks, whiteboards, and interactive digital tools. Resources are regularly reviewed, updated, and developed to meet the evolving needs of students and to align with current best practice in EAL teaching.

Communication with Parents

EAL students receive three full school reports and three mid-term reports each academic year. In addition, parents are kept informed of any day-to-day matters concerning their child through email and ClassDojo communication.

Parents are welcome to arrange meetings with the EAL teacher at any point during the school year, as needed. There are also three whole-school parents' evenings, providing opportunities for parents to discuss their child's progress with class and subject teachers.

The EAL Department also organises assemblies and workshops throughout the year, offering parents the chance to see what their children have been learning in EAL classes and to better understand how they can support their child's language development at home

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Cambridge

In 2022, King's College School Murcia was officially recognised as a Cambridge Exam Preparation Centre. As part of this programme, we support students whose first language is not English in obtaining official Cambridge English qualifications, which are internationally recognised and highly valued by Spanish universities and the Spanish public and private sector.

These certifications provide students with significant academic and professional advantages, enhancing their future opportunities and strengthening their educational profile. KCM has successfully prepared and entered students for the B1 Preliminary, B2 First, C1 Advanced, and C2 Proficiency examinations.

Exam preparation is offered in addition to mainstream classes. All teaching materials are sourced from Cambridge Assessment English, ensuring high-quality, authentic preparation. Lessons are conducted by specialist Cambridge examination teachers. We aim to equip students with both the linguistic competence and the confidence needed to succeed in their exams and beyond.

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