



English as an Additional Language Policy

This policy document provides a full and detailed account of the aims and strategies of King's College, the British School of Murcia (KCM) 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.

Introduction

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 children learn to speak, read and write in English through immersion in a broad, rich curriculum. Our curriculum is adapted to each individual student to support them as we believe every student learns differently. The school environment promotes language development through the rich use of language, IT and visual prompts. The school structure and overall ethos help EAL children integrate into the school whilst valuing diversity.

Bilingualism is viewed as a positive and life-enriching asset. Parents and prospective parents will be provided with the particulars of our EAL provision via our parent information leaflet. Communication between the EAL team and parents is given much importance.

Pre-Assessment

At the start, each student shall be evaluated. These evaluations shall be taken into consideration by the English department to make a decision on what level of EAL is suited best for each student. These first evaluations could be in the form of:

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

Assessments during the school year

The evaluation and assessment of students will also be carried out periodically to check the level of language acquisition, progress and number of targets met. These evaluations also assist the EAL team in ensuring the interventions are personalised and continue to be effective in the learning of the student.

Written or verbal feedback is given to the pupils who are also encouraged to give peer reviews of work.

All assessment of EAL students is carried out in a sensitive manner particularly with regard to 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 College Murcia EAL department provides feedback to the student in a broader learning context than the assessment alone accounts for. Each EAL pupil will gain recognition for what they can do and for the progress they have made.

Competencies

Our focus is on the base of the linguistic:

- the phonetics and pronunciation of English
- the grammatical structures and conventions
- the meaning of words and phrases deduced
- contextual comprehension
- structural writing

For all students of all ages the focus is on all aspects of English. Speaking, listening, reading and writing are all integrated in the learning. 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. In addition, the mainstream classroom provides an environment where EAL pupils can put into practice newly acquired skills in a more typical setting.

Curriculum and Planning

The curriculum content is carefully planned to ensure that students are able to meet the objectives enabling them to have full access to the mainstream curriculum as quickly as possible.

Our curriculum is:

- adapted to each student's needs
- based broadly on the wider National Curriculum goals for English
- Has a focus on grammar but is not limited to.

-Considers the expectations of the National Curriculum and these are set as the eventual target for learners of EAL.

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. Medium term plans are written specifically for each group of students, with short term plans written on a weekly basis aimed at addressing any areas in need of particular reinforcement.

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, 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.

Organisation and Resources

Each EAL class is taught by a specialist teacher who withdraws pupils from the mainstream class. Pupils are grouped according to age and ability and have access to EAL support 4 times a week in small groups or individually. Lessons are conducted in a specially

appointed room where pupils and the teacher have access to a wide range of resources. These resources include books, google classroom, workbooks. New resources are created, researched and updated regularly according to requirements.

Reporting to Parents

EAL students are given three full school reports a year. In addition to this, parents are kept informed of any day to day issues concerning their child. Parents are welcome to schedule appointments with the teacher as they require throughout the school year and there will be three whole school parents' evenings where parents may discuss the progress of their child with the class/subject teacher.

Cambridge

KCM has been awarded an "Official Cambridge Exam Preparation centre" in 2022. We work to facilitate students whose first language is not English, in obtaining an official Cambridge Certificate which is recognised internationally, more so, by Spanish Universities and the Spanish public sector. These certificates have been proven to be highly beneficial in our students' future, to add to their curriculum and make the most of all the advantages and opportunities available to them from attending KCM. We have successfully examined students for levels B1 preliminary, B2 first certificate, C1 advanced and C2 proficiency. This preparation is done in addition to their mainstream classes and/or by request of tutors/parents. All materials used are from the official Cambridge Assessment. We prepare our students in depth and give them confidence for their exams and future.

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