



## **English as an Additional Language Support**

This policy applies to the whole school, including the EYFS.

### **Introduction**

The term EAL is used when referring to pupils whose first language at home is a language other than English.

### **Aims and Objectives**

The School is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language.

The school will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the whole curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means to learning across the curriculum
- Where appropriate, make use of their knowledge of another language

The aim of this policy is to help ensure that we meet the full range of needs of those children who would be learning English as an additional language, including:

**Equality-** to be proactive in removing barriers that might impede the learning and success of our EAL pupils.

**Diversity-** to ensure that all our EAL pupils have equal access to the curriculum and all educational opportunities offered by the school.

**Belonging and Cohesion-** to provide our EAL pupils with a safe, welcoming and nurturing environment where they are accepted, valued, and encouraged to reach their full academic potential.

### **KS proficiency levels**

There are five KS proficiency levels divided into four areas

1. listening and understanding
2. speaking
3. reading
4. writing

Teachers use their assessment of the proficiency level to inform differentiated quality first teaching in their classroom practice.

### **Teaching and Learning Style**

In our school we expect teachers to take action to help children who are learning English as an additional language by various means, developing their spoken and written English by:

- Baseline on entry the level of English
- Monitoring their standard of English and recording their progress.
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words.
- Sending home vocabulary linked to new themes, topics and schemes of work in advance. EAL pupils must have the opportunity to become familiar with the spelling, pronunciation and context of new language.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.

- Building on children’s experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Ensuring access to the curriculum and to assessment by using accessible texts and materials that suit children’s ages and levels of learning and providing support through ICT, video or audio materials, dictionaries and, readers

Students for whom English is a second language vary substantially in their needs for support. Some of the variables which account for this include the student’s strength, proficiency and literacy in their first language, also the level of prior exposure to English and the age of the student. These individual differences will be reflected in the type of support each student receives.

We adapt instructional and assessment methods, provide more time and /or adapt educational materials to give EAL students the greatest opportunity possible to achieve the learning outcomes of the school’s curriculum.

Knightsbridge School carries out on-going recording of attainment and progress in line with agreed school procedures. We make special arrangements for children who are learning English as an additional language, during formal internal and external examinations, as necessary where appropriate .

**Reviewed** by Milana Kovacevic (Head of Learning Support) August 2022

**Approved** by Shona Colaço (Head) September 2022