



## 4.5 English as an Additional Language Policy

### 1. Summary

We have a diverse student body from different countries and backgrounds. We value the ability to speak English to allow them to fully access the curriculum and progress later in life. We commit to supporting students with their English acquisition through classroom teaching and through dedicated EAL teachers. We do this by celebrating the skills of EAL students and helping them to achieve the highest possible standards. This policy is applicable to all students, including those in the Early Years Foundation Stage (EYFS).

### 2. Guiding principles

- Techniques which are useful for EAL students are beneficial for all students.
- Some students need additional support, whether from specialist support or through ability grouping within class.
- There is no stigma attached to EAL support and our EAL team work with both the least able and most able students of English to ensure their needs are met.

### 3. Definition

The term English as an additional language (EAL) is used when referring to students whose first language is not predominantly English.

### 4. Aims

Our aim is for each individual in the school community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age or ability to reach their full potential in an inclusive environment where happiness and security are a priority.

In order to achieve this, we strive to:

- give all students the opportunity to overcome any barriers to learning and assessment;
- welcome and value the cultural, linguistic and educational experiences that EAL students bring to the school;
- implement school-wide strategies to ensure that EAL students are supported in accessing the full curriculum;
- give all teachers training in EAL through the school professional development program;
- help EAL students to become confident and fluent in speaking, listening, reading and writing in English to be able to fulfil their academic potential;



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- identify and make maximum use of opportunities for modelling fluent English and encouraging students to practise and extend their use of English;
- where appropriate, have teachers make use of their own knowledge of other languages;
- encourage and enable parental support in improving children's attainment;
- assess the skills and needs of EAL students and to give appropriate provision throughout the school;
- monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning; and
- maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### 5. Our approach

The teaching in the early years is already designed to help students with language acquisition. All teachers should have regular professional development from the EAL department and should seek extra guidance when needed. However, we would only expect EAL teachers to regularly visit classes from reception upwards.

In reception, an EAL specialist takes the class for two forty-minute periods a week to support language acquisition. They are supported by the assistant teacher and nanny.

Students in Year 1 upwards are given EAL support through the EAL teachers coming into their class and supporting the learning. We do this by:

- having EAL teachers plan lessons with the relevant class teachers so that they can take one group (usually arranged by ability) during a class session;
- having a clear and regular timetable for the EAL team which is revised frequently to ensure that the changing student needs are met;
- recommending EAL students who require some additional support to attend additional support sessions which occur as an ECA (we do this to ensure that the extra support, wherever possible, is not at the expense of curriculum time);
- in some cases, having the EAL teacher remove groups of between one and six students from the class to give targeted support and guidance; and
- not charging extra for EAL support (it is included in our fees.)

### 6. Monitoring and review



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Each year a baseline of the students level of English is taken at the beginning of the year. At the end of the year, the students from Year 2 upwards sit a standardised progress test in English to help their teachers identify strengths and areas to improve upon. As well as this, regular class tests, classwork and homework are assessed for the quality of English. Alongside this informal and frequent liaison between the EAL teachers, form tutors and assistant teachers will help us identify the students that need the most support.

### **7. EAL register**

A register is kept of students who have English as an additional language; this is accessible to all staff.

### **8. Baseline testing**

King's Bangkok students will be assessed using:

- The Bell EAL Descriptors for National Curriculum English

Screening and assessment

EAL students who need additional support are identified using the following:

- interview during entrance examination
- entrance examination results and information provided by previous school
- personal information provided by parents
- EAL audit at the start of the academic year
- whole-school baseline testing
- recommendations from subject teachers or form/house tutor
- students will be assessed using the Bell EAL Descriptors for National Curriculum English.

All policies are reviewed regularly and are subject to change.