

## EAL Policies

### Introduction

In our school the teaching and learning, achievements, attitudes and well being of all the children are important. All children are encouraged to achieve the highest possible standards. We do this by considering each child's life experiences and needs.

The term EAL (English as an Additional Language) is used when referring to pupils whose main language at home is a language other than English. For some students, English may be a third or fourth language. At Cranleigh Abu Dhabi, a significant proportion of the student body is classified as EAL, however, only a small number of these will require specialised support in helping them overcome an existing language barrier. The policy sets out the school's aims, objectives and strategies with regards to the needs and skills of EAL pupils.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English. At Cranleigh Abu Dhabi, all pupils for whom English is an additional language should have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils.

### EAL Aims

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- To welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfill their academic potential.
- To identify and make maximum use of the opportunities for modelling fluent English.

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- To encourage and enable parental support in improving children's attainment.

### **Strategies for supporting EAL Students**

#### **An overview**

- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent, socially and academically, in an additional language.
- Pupils who receive EAL support will be fully integrated into school life and will be provided with appropriate support as required.
- All teaching rooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

### **Teaching and Learning - A Whole School Approach**

For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English.

During lessons teachers will:

- Show differentiated work in their planning, designed to take into account the needs of EAL pupils in their class.
- Have high expectations and expect pupils to contribute and give more than single word answers where possible.
- Recognise that EAL children are as able as any other children and so they will be set appropriate and challenging learning objectives, with their progress being monitored carefully.

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- Recognise that EAL pupils need more time to process answers and provide them with adequate thinking time to reflect this.
- Allow children to use their mother tongue to explore concepts using a 'buddy' system with classmates who speak the same language, where possible and where appropriate.
- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- Integrate group work and collaborative activities throughout lessons to ensure that EAL children hear good models of English from their peers.
- Use visual support where possible to supply non-verbal information on new topics.
- Use group feedback opportunities to give EAL pupils time to practise and modify their answers with their peers before teacher-led corrections.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.

### EAL support

- **Level One** – Quality provision for all
- **Level Two** – Small group support
- **Level Three** – 1:1 intervention
- **Academic English Classes** - Preparing students for advanced academic language demands of KS3 and KS4

### Level One

The majority of EAL students at Cranleigh do not require additional support outside the classroom and will be supported through carefully differentiated lessons by the subject specialist teacher / class teacher. Such support includes, *inter alia*,

- provision of key words during each lesson;
- provision of vocabulary lists for pupils to pre-learn when introducing new units and topics;

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- provision of sentence starters and/or clear models of required language that EAL pupils can use in their independent work;
- visual inputs to support the introduction of new vocabulary, concepts and phrases.

The teachers will also take into account their students' language background and culture and ensure that this is included in the learning environment.

### **Level Two - Small Group Support**

This is offered to EAL students in Year 3 and above where students have been referred by their tutor and have been identified as needing additional support by the EAL department subsequent to an initial EAL assessment. Students will be withdrawn from a small number of non-core subjects so that the EAL team can provide small group intervention with other pupils of a similar language level. Such support will focus on grammar, vocabulary, phonics, comprehension, reading, and spelling. Their overall progress is monitored by the EAL Department in close coordination with classroom teachers and form tutors.

### **Level Three - 1:1 Support**

EAL students in Year 3 and above, who are new to English and/or English-speaking schools, will receive 1:1 specialist support for grammar, vocabulary writing, speaking, listening and phonics. Generally speaking, 1:1 support is designed to be short term. It is intended to ensure that the student has a sound language basis to enable them to engage in day-to-day tasks and familiar activities, at which point they will be able to move to small group EAL support sessions. English support is carried out by the EAL team and an individualised program is offered. The number of lessons offered a week varies depending on need.

In some cases, EAL students may be offered a combination of Level 2 and Level 3 support depending on their needs and individual requirements.

### **Academic English Classes:**

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At Cranleigh Abu Dhabi, we recognise that some EAL pupils have a level of fluency that enables them to competently and fluently manage their daily interactions and day-to-day school activities without encountering any challenges. However, sometimes these same EAL pupils experience difficulties with the academic demands of the English language, particularly in written form. This often becomes apparent when pupils transition to different Key Stages of learning. The Academic English courses are designed to support with this transition, to boost pupil confidence and improve accuracy in comprehension and use of language, enabling them to better access the curriculum.

In preparation for Key Stage 3, some EAL pupils from Y7 will be invited to participate in a specially tailored course, which will be led by the EAL Department. The course will follow the Cambridge English Qualification: B1 Preliminary for Schools syllabus and pupils will have the option to sit the qualification exam at the end should parents opt for them to do so.

In preparation for Key Stage 4, some EAL pupils in Y9 will be invited to join the KS4 Academic English Course, which will follow the Cambridge English Qualification: B2 First for Schools syllabus, once more with parents being able to opt for their children to sit the exam at the end of the course.

The Academic English Courses will be timetabled to take place twice a week during normal lesson times in the place of third language classes.

### **Admission Arrangements**

Pupils with EAL needs are admitted to Cranleigh Abu Dhabi according to the same criteria as other pupils (see 'Admissions' Policy)

Pupils who join in Prep and Senior School will be given an initial EAL assessment by the Head of EAL if they have spent less than 2 years in an English-speaking school; if they speak another language at home and their English verbal assessment scores are lower than other areas; or if they have received EAL support in their previous school.

### **The Role of the Parent in EAL**

Parents can support their children in the following ways:

- Notifying the EAL team of any previous support given on admission to the school.
- Allowing the pupil to be assessed by the EAL teachers to gauge the level and type of support that is required.
- Reviewing new vocabulary on a regular basis at home.
- Being in regular contact with the EAL department who are able to offer advise / additional resources to help support their child at home.

### **The Head of EAL responsibilities include:**

- Assisting in the development, monitoring and evaluation of the EAL policy.
- Overseeing initial assessment of pupils' standards of English.
- Overseeing day to day operation of the school's EAL policy.
- Maintaining a central record and overseeing the records of all EAL students.
- Liaising with and advising fellow teachers of EAL students.
- Liaising with Director of Learning Support / Head of Years and English teachers about individual progress.
- Managing EAL support teachers and EAL classroom assistants.
- Liaising with and supporting parents of EAL children.
- Ensuring the effectiveness of each individual programme undertaken by the EAL team is regularly monitored and assessed.
- Assisting with the assessment process of prospective pupils.

### **Exam provision for EAL Students (Year 3 and above)**

EAL students are eligible to use a bilingual dictionary during examinations, apart from in the subjects of English, History, Geography and Modern Foreign Languages. An EAL student who has had less than 3 years in an English-speaking school with no prior knowledge of the English

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language, may be eligible, in **exceptional circumstances**, to be awarded 10% extra time in addition to the use of a bilingual dictionary. This is not the case for students sitting A-level or AS level qualifications.

The Head of EAL, in consultation with the Director of Learning Support, determines the needs of the individual students. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have 10% extra time. If use of a dictionary has been granted, this must not:

- contain/display pictures; **or**
- provide an explanation or clarification of words and phrases

### **Special Educational Needs and Gifted and Talented Pupils**

The school recognises that most EAL children needing additional support do not have special educational needs (SEN). However, should a specific learning difficulty be identified, EAL children will have equal access to the school's SEN provision.

If EAL pupils are deemed Able Gifted or Talented (AGT), they will have the same opportunities as any other AGT pupil within the school.

### **Equal Opportunities**

We will provide equal opportunities to all our children, regardless of gender, race, language or disability. For more information about equal opportunities, please refer to our Equal Opportunities Policy.

This policy is reviewed annually.

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