



SINCE 604 AD

KING'S SCHOOL

ROCHESTER

Whole School

English as an Additional Language Policy

This policy was adopted on:	01.09.18
Policy last reviewed on:	01.09.26
Person/Body reviewing:	SENCO / CTM
Date of next review (except in the case of relevant legislation):	01.09.28

1. Introduction and mission statement

At King's we consider that a pupil's home language is a core part of their cultural identity, and we aim to celebrate the variety of languages spoken.

Pupils with English as an additional language (EAL) may be supported with bespoke lessons which focus on core vocabulary for their subjects as well as Listening, Speaking, Reading and Writing. These lessons are in small groups or one-to-one depending on each pupil's need and level. Regular liaison between the EAL Coordinator and individual subject staff creates personalised lessons to ensure pupil progress.

EAL pupils follow the same full curriculum as their English-speaking peers. Teaching staff are expected to ensure that all pupils are able to access the learning opportunities in their lessons which helps pupils to develop proficiency in English.

International pupils are fully integrated into the wider life of the school and are encouraged to speak in English to their peers in a range of situations to enable their language skills to develop through full immersion. There are a variety of extra-curricular opportunities for pupils to develop their communication skills such as sports, music and drama. These activities also offer pupils the opportunity to develop lifelong friendships with pupils from a range of countries.

2. Statement of aims and commitment

This policy should be referred to by all teaching, support and administrative staff who have contact with pupils and/or parents in the school. It informs strategic decision making by the Senior Leadership Team, as well as day to day teaching and learning and interactions with parents and pupils of the school. The aim of the policy is to ensure that EAL learners are provided with teaching and learning opportunities that enable them to make the best possible progress, within an accepting, inclusive and welcoming environment.

3. Context

King's School, Rochester is a co-educational, independent school with approximately 600 pupils between the ages of 2 and 18, including 15 boarders. The EAL department works closely with the boarding houses as the majority of our EAL pupils are also boarders. Parents and guardians are kept regularly informed of pupil progress via a separate EAL report at the end of each term (or through EYFS developmental tracking for our youngest pupils).

The school defines EAL learners as those pupils where:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

The number of EAL pupils in the school varies. Some EAL pupils stay for one term, one year or for many years.

4. Key principles for second language acquisition

We believe that the following should be in place in order to optimise the potential for second language acquisition for pupils with EAL:

- A welcoming and inclusive environment which celebrates ethnic and lingual diversity.
- An inclusive curriculum, where EAL learners have access to high quality modelling of English language speaking by the adults around them.
- High expectations for all learners, regardless of their English language proficiency, where effective differentiation enables all pupils to access learning at a level appropriate for their cognitive and developmental needs.

Early Years Foundation Stage (EYFS - Ages 2 to 5):

- For our youngest children, language acquisition occurs naturally through immersive play, rich adult interaction, and continuous provision.
- We actively gather key words in the child's home language from parents during induction (e.g., words for *water, toilet, milk, home, help*) to support secure attachments, emotional well-being, and communication.
- Children are supported and encouraged to use their home language in play alongside developing their English proficiency.

We recognise the importance for pupils to explore ideas and new learning in their home language as well as in English. This can be done independently and through vocabulary translation. It is important that EAL pupils continue to develop their home language as well as their English language skills.

5. Teaching and Learning: Supporting Language Development in Subject Lessons

King's teachers have high expectations of all pupils. Subject teachers use a variety of strategies to support EAL learners to access the curriculum. These include:

- Trying to place the pupil with pupils who can offer 'good models of language'.
- On planning seating arrangements, pupils are paired with a responsible peer to repeat instructions and demonstrate tasks.
- Where possible, EAL pupils are seated in the middle of the class where they can see what their peers are doing and are therefore not reliant on always having to understand the teacher's instructions.
- Pre-teaching vocabulary.
- Using the pupil's name before asking a question or giving a direct instruction, always ensuring you are pronouncing their name correctly.

- Giving a pupil time (at least 10 seconds) to respond to a question/instruction and then, if necessary, repeat what you said, saying the same words unless you think the vocabulary was too difficult to understand.
- Breaking activity instructions down into steps rather than giving them as a whole.
- If the pupil can't answer a question, scaffold/support until they can rather than offering the answer or saying "Can anyone help x?"
- Support writing with writing frames and lists of vocabulary to choose from.
- Providing pupils with glossaries of commonly used and subject specific vocabulary that they can take away and use.
- Allow extra time to complete all tasks and be aware of the fatigue that the pupil may experience because of the amount of extra effort that they have to put into processing language.
- Liaise closely with the EAL Coordinator so that subject vocabulary can be pre-taught or help given for classwork or preps.

6. Early Years Foundation Stage (EYFS) Provision (Ages 2–5)

In Nursery (including 2-year-olds) and Reception, EAL support is integrated entirely into daily play, routine, and adult interaction rather than through formal pull-out lessons.

- **No Formal Testing or Charges:** Children aged 2–5 do not undergo formal entrance examination papers, nor are parents charged for additional 1-to-1 EAL lessons.
- **Pedagogy & Classroom Support:** Early Years practitioners support EAL children using visual timetables, Makaton/gestures, real objects (realia), dual-language storybooks, and consistent adult modelling of simple, clear English vocabulary.
- **Statutory 2-Year Progress Check:** For pupils joining us at age 2, language progress is assessed as part of the statutory *EYFS Progress Check at Age Two*. Practitioners evaluate communication and language skills across both English and, where possible, the child's home language in partnership with parents.

7. Teaching and Learning: Bespoke lessons

The formal 1-to-1/group lesson framework and charging structure applies to pupils from Key Stage 1 onwards and does not apply to children in the EYFS.

EAL pupils are tested prior to acceptance and on arrival so that the school can identify the need for EAL provision. If EAL support is required parents and guardians are informed and the pupil is timetabled for weekly lessons. Pupils requiring support will get individual or group lessons depending on their need as assessed by the EAL Coordinator. The number of lessons will depend on the individual's need and may be increased or decreased accordingly throughout their time at

school. These lessons are recharged at approximately £60 an hour (one-to-one lessons). See appendix 1.

In addition to charged lessons, Junior pupils (Year 4 - 8) will join the weekly EAL Prep group and will also have access to a weekly lunchtime EAL support session, neither of which are charged. Senior pupils also have access to a weekly lunchtime EAL support session (uncharged).

Before school lessons are offered to boarders so that they do not miss any of their timetabled lessons. Other pupils are rotated out of their lessons.

Support can be given to Sixth Form pupils required to take the IELTS test (an English Language proficiency test) to allow them to progress to a UK university. The EAL Coordinator works with other subject departments as well as teaching the core Listening, Speaking, Reading and Writing skills required to pass the IELTS test.

The subject teachers and academic heads are emailed to inform them of the EAL support given.

8. Planning, monitoring and evaluation for EAL

EAL learners in the EYFS are monitored against the Early Years Outcomes/ Development Matters frameworks and the Bell Foundation EYFS tracker.

Pupils who receive EAL support are tracked against the Bell Foundation Framework for EAL or against IELTS band descriptors, if appropriate. Their tracking for Listening, Speaking, Reading and Writing is updated termly.

At the beginning of term each EAL pupil is given a writing assessment where individual targets are set.

Every lesson is logged on the individual pupil's file. This provides a valuable record of what has been planned and taught. Each lesson is adapted to ensure it continues to meet the pupil's needs. Parents are informed of any EAL support and contacted if there is any change to this support. EAL reports are sent at the end of each term.

Once pupils no longer require EAL support, parents and guardians are informed. The EAL pupil will continue to be monitored and support will be offered should it be required.

9. Special Educational Needs

At King's we are very clear that Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL) are not the same.

If a child with EAL is making slower than expected progress, we first consider their language proficiency, any environmental stress factors and access to the curriculum.

It is important to work through the list of possible hypotheses for the child's perceived learning difficulties and to keep a thorough record, including recording where information is not known. Once other reasons for slow progress have been investigated, further assessments are used to identify specific learning needs for pupils with EAL via close collaboration with the Learning Support department.

10. Assessment and record keeping

For some subjects, EAL pupils have access to bilingual dictionaries during examinations. There is a consideration of reasonable adjustments to end-of-year exams when EAL pupils join mid-year.

EAL pupils are tested prior to acceptance and on arrival so that the school can identify the need for EAL provision. These pupils are then tracked and individual logs are kept. Pupil's academic assessment grades are monitored by the EAL Coordinator.

10. Resources

All resources for EAL lessons are provided by the school. Each supported pupil receives a folder for all their subject vocabulary, sentence starters and word mats. This is to be brought to school daily and used in all lessons. Any online activities used in the lessons are added on to the pupil's Google Classroom where they can be accessed at any time. Here, pupils are also given study resources and methods to aid their learning of new vocabulary.

12. Key responsibilities and staff development

The EAL Coordinator assesses, monitors, and teaches the EAL lessons. The EAL Coordinator liaises with all teachers. The Head of Learning Support is responsible for EAL. The EAL Coordinator and Head of Learning Support meet termly to review each pupil's progress.

13. Monitoring, review and evaluation of the policy

This policy was reviewed by the EAL Coordinator in May 2024. It will be reviewed again in May 2025.

Appendix 1: Procedure for Prospective EAL Pupils Joining King's

1. Pupils take the Preparatory or Senior School EAL Entrance Reading and Writing papers, via the Admission department.
2. These tests are marked by the EAL Coordinator.
3. A place at King's is offered by the Vice Principal (Junior) or Vice Principal (Senior) (depending on the pupil's entry point) based on an interview and a range of tests. If the place is accepted, the Admissions Team informs the EAL coordinator
4. When the EAL pupil joins King's, they have an initial meeting with the EAL Coordinator where they take a grammar test and a writing assessment. Depending on their age and ability they may also be given a vocabulary test and an action word test.
5. The EAL Coordinator then decides if EAL support is required.
6. If support is required the EAL Coordinator informs the parents and guardians via iSAMS. The pupil is informed and put onto the EAL timetable. The EAL Coordinator emails all the pupil's teachers, Head of the Boarding House (where necessary) and Academic Heads.
7. If a pupil joins in the Sixth Form the EAL Coordinator liaises with the Head of Sixth Form to see if they are going to apply to a UK university and will therefore require an IELTS qualification. The EAL Coordinator then assesses the pupil to see if support is required.