



King Fahad
Academy

KING FAHAD ACADEMY

**ENGLISH AS AN ADDITIONAL
LANGUAGE POLICY
(EAL)**

Reviewed: June 2021

Next Review: June 2022

Reviewed by: Academic Deputy Heads

Approved by: Director General

English as an Additional Language (EAL) Policy

Aims

As the language of instruction at the King Fahad Academy is English, and a large number of our pupils joining the Academy during the given academic year have limited or no proficiency, they are in need of English language support. As such, EAL pupils from Key stage 1-4 are offered a 12 week immersion programme within the Academy's timetable, where they attend EAL lessons to ensure access to our challenging mainstream curriculum. Completion of the immersion course allows them to access the wider curriculum alongside their peers. Subject to review by the relevant teacher, the EAL Coordinator and the relevant Deputy Head Academic, the immersion course can be extended up to a maximum of a further 12 weeks.

The immersion programme is designed to cater for the linguistic needs of our EAL pupils and to ensure that pupils can access all the subjects on offer and achieve their full academic potential. EAL classes in both Primary and Upper School aim to provide:

- Opportunities to increase pupils' English language skills and their subsequent academic performance in all mainstream subjects.
- Opportunities to use English to interact in the classroom and work within a peer group of similar language needs.
- Support to use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Opportunities to support curriculum access by including vocabulary/topics from other disciplines into EAL lessons.
- Opportunities to read level-appropriate books for EAL learners and to encourage a reading culture.
- Support and confidence building for those who have most recently arrived in the UK.

Practice and Procedures

The EAL referral, identification and support process follows the following route:

Admissions > Referral > Assessment > Entrance into the immersion programme > Tracking and monitoring progress > Exit immersion programme and attend all mainstream subjects > EAL in class support (where necessary)

Admissions

- Pupils' English language proficiency is assessed during admissions.
- EAL pupils are not a homogeneous group: pupils come from diverse linguistic, cultural and educational backgrounds. We acknowledge that these variations are significant when assessing our EAL learners. As a result, the following pathways are provided:

Pathway 1: Immersion programme: Pupils are withdrawn from selected mainstream subjects and attend EAL lessons to ensure access to our challenging mainstream curriculum.

Pathway 2: Pupils attend EAL lessons instead of mainstream English but attend all mainstream subjects alongside their peers. Such pupils do not require the immersion programme as they begin to participate in learning activities with increasing independence and are able to express self orally in English. However, their structure inaccuracies are still apparent and therefore require on-going language support to access the curriculum fully.

- Initial EAL placement test assesses and diagnoses EAL pupils' linguistic capabilities.
- Parents are regularly updated on their child's progress during the immersion programme. They are also regularly provided with practical strategies that can help their child improve their English language skills at home.

Assessment and Target Setting

Pupils make progress in acquiring English as an additional language in different ways and at different rates. The progress of EAL pupils is monitored by the EAL specialists through formative and summative assessments. The EAL Coordinator liaises with Heads of Departments/class teachers to implement strategies and interventions that will improve the progress of EAL pupils after they complete the immersion programme. It is important for our EAL pupils to have both content and language targets to help them see how their language is progressing as well as their content knowledge. If a pupil has no prior education in the UK, realistic yet challenging language targets are set by the EAL specialist.

Curriculum Access

In order to accommodate the Immersion Programme, pupils receive intensive language development teaching instead of some mainstream subjects. In order to ensure some continuing development and learning in these subjects, EAL teachers regularly address and teach key concepts and vocabulary from mainstream subjects from which EAL pupils are currently withdrawn. This enables pupils to practise content based language in a risk-reduced, supportive environment. This also helps consolidate and develop EAL pupils' English language skills even further, in order to access our challenging mainstream curriculum.

After successfully completing the immersion programme, EAL pupils enter the mainstream subjects from which they were withdrawn. Once in the mainstream for all subjects, EAL pupils do not produce separate work, instead differentiated tasks are tailored to suit their needs during this transitional process. The needs of EAL pupils in accessing the curriculum require careful planning. Therefore, all subject teachers consider language demands alongside the content of the curriculum and plan how they can support EAL pupils to develop oracy and literacy appropriate to their subject. Also, EAL in-class support is provided by EAL specialists during this transition when possible (depending on timetable and staffing).

Collaboration between the class teacher and the EAL teacher is necessary for planning, delivery and feedback so that EAL pupils are appropriately supported during this time of transition. The role of the EAL teacher during this process is to:

- Share opportunities to draw on pupils' prior experience
- Focus on the language targets of pupils with EAL including literacy skills
- Scaffold language demands of the lesson for EAL pupils
- Identify and plan for language learning opportunities within the lesson
- Share and agree on teaching strategies that will address EAL pupils' needs including collaborative work between pupils
- Provide/develop visual materials and prompts to support EAL pupils' learning with the class teacher
- Provide or develop differentiated resources to ensure pupils' access to the curriculum and development of EAL with the class teacher

EAL Pupils and Special Educational Needs

Assessment of pupils where a possible SEN concern has been identified takes place in accordance with the Academy's SEND Policy. However, where that pupil is in receipt of EAL support (whether as part of the immersion or the transition programmes) then input and observation from the EAL teacher is sought as part of the evidence gathering element for SEND referral.

Cambridge English Qualifications

Cambridge English Language qualifications are internationally recognised by schools, colleges, universities and employers. Such accredited qualifications show learners' language levels in accordance with the Common European Framework of Reference for Languages (CEFR). Cambridge English exams have an international standard in measuring language ability; therefore, their exams are reliable and valid world-wide. All Cambridge English Qualifications are lifelong certificates.

Depending on the pupils' English language level, we offer a range of Cambridge English exams; A2 Key for Schools (KET for Schools), B1 Preliminary for Schools (PET for Schools) or B2 First for Schools (FCE for schools).

At Key stage 5, Cambridge English courses are offered to our EAL pupils. Such qualifications can open doors to higher education by helping our EAL pupils gain entry onto a foundation programme or an undergraduate degree in the UK.

EAL Online Provision during the COVID-19 crisis

The EAL department provided an extensive online language support programme for our EAL pupils during the covid-19 outbreak, academic Year 2019-2020, extending into 2021. EAL pupils were provided with daily online live lessons, interactive class tasks via our online platform, as well as one to one support sessions. EAL teachers also offered support in some online mainstream subject lessons. In the academic year 2020-2021, the duration of the immersion programme was extended for two more terms to bridge the learning gap due to the disruptive effect of the pandemic.