



Kimbolton School
Cambridgeshire

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Policy owner: This policy is the responsibility of the EAL Coordinator.

SLT Policy

Policy Summary Statement: This policy outlines how Kimbolton School seeks to support and enable all EAL pupils to develop the language skills.

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EAL Policy

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MISSION STATEMENT

Kimbolton School seeks to support and enable all EAL pupils to develop the language skills to be able to:

- communicate effectively in speech and writing in a language which is not their first language. EAL should support and develop pupils' appreciation and knowledge of British Culture, manners and behaviour while maintaining their indebtedness to their own. We seek to enable our international students to engage fully in the life of the school.

The context of EAL in the school

- EAL refers to pupils who have English as an additional language.
- At the present time, our EAL pupils come predominantly from Asia and Europe. The two key year groups for admission are Third Form and Lower Sixth; however, we welcome students at any time during the senior school, subject to the School Entrance Examination. The support and provision varies according to need.
- EAL should enable pupils to undertake their studies in all subject areas successfully.
- Overall we aim for all pupils to:
 - Use English confidently and competently
 - Use English as a means of learning across the curriculum
 - Where appropriate, make use of their knowledge of other languages
 - Access the curriculum
- EAL is part of the English Department, though works closely with other departments.
- The department currently has two members of staff.

AIMS AND OBJECTIVES

Linguistic

- To enable pupils of all abilities to understand and use both formal and informal English effectively for practical communication, i.e. listening, reading, speaking and writing, both in school and in such contexts as when they are applying for work experience and university places, or participating in voluntary work or challenges such as the Duke of Edinburgh's Award, Young Enterprise or a Model United Nations conference.
- To provide pupils with examination preparation for the ESL Edexcel 4ESI at GCSE, and IELTS examination in the Sixth Form.
- To provide positive, effective and enjoyable learning experiences and broaden pupil's experience of the world by requiring them to access English language news, information and the arts from a wide variety of sources. This will then guide the pupils into gaining insight and knowledge into alternative means of communicating and the ability of being themselves with their communication skills.

Cultural/Social

- To support pupils with acquiring an appreciation of and a respect for their own and other cultures, highlighting to them that in becoming very able users of English that they need not forfeit their own



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national identity and therefore promoting tolerance and harmony between different cultural traditions.

Methodological

- To set up learning activities which provide a feeling of success, intellectual stimulation, enjoyment and help develop study skills, such as dictionary use.
- To provide pupils with formative feedback, encourage self-reflection on their own work, encourage and stretch pupils of all abilities, and adapt materials and activities to suit all different levels of English language proficiency.

Wider school responsibilities

- To advise on suitability of candidates (see entrance procedure)
- To help with UCAS application form
- To prepare for International English Language Testing System (IELTS) for Sixth Form pupils: for UCAS or VISA purposes UKVI (public examination)
- To raise staff awareness of EAL development and issues as appropriate.

ORGANISATION OF TEACHING

Explicit

- From the entrance exam we can identify who needs additional support, and where appropriate, First, Second and Third Form international students whose first language is not English receive timetabled EAL lessons instead of a Modern Foreign Language. Our aim is always in the best interests of the pupil and although we will offer our professional advice, ultimately the decision will be taken jointly with pupils and parents.
- Where appropriate, Fourth and Fifth Form Students receive EAL lessons instead of French or Spanish, and follow the newly introduced IGCSE ESL (Edexcel) syllabus, working towards examination at the end of Fifth Form (100%: A*-C June 2017)
- Sixth form students study the English for Academic Purposes, leading towards an examination in the 'Academic' UK Visa International English Language Testing System (IELTS UKVI), as an 'Extension Course', on a Thursday afternoon (100% exam success Bands 8-5.5)
- Where a need is identified pupils can receive additional support (see Entrance Procedure).

Implicit

- Support with the mainstream English curriculum. Pupils with EAL in the main school follow the mainstream English curriculum, sitting both GCSE English Language and English Literature in Fifth Form. The curriculum is delivered in mainstream English lessons taught by the English Department staff. The EAL Teacher delivers additional teaching during the pupils' private study periods or within lessons. The content of these sessions is decided in close conjunction with the English Department staff, but the most important aspects of support for EAL pupils are:
 - Pre-teaching vocabulary for a text to be analysed in class, particularly in the case of pre-1914 literature or poetry.
 - Pre-teaching the cultural context for texts to be analysed in class.
 - Assistance with homework tasks or planning for GCSE Assessment tasks. Selection of appropriate quotations is particularly important for Literature essays.
 - Preparation for school exams or GCSE exams through example candidate scripts and practice materials.



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ACADEMIC QUALIFICATIONS

- By the end of the 5th form, those pupils being taught EAL are also given the opportunity to sit IGCSE First language in their native language, and at 6th Form an equivalent A level.

RESOURCES

- The department has a wide range of resources. These include reference materials - dictionaries, grammar and vocabulary books - besides specific academic course books such as Edexcel ESL IGCSE, British Council IELTS, EAP Oxford & Cambridge First Certificate Programme. In addition, we also have a wide range of materials for different activities, listening materials, exam practice materials and a number of professional books and study guides.

MARKING POLICY

- We follow the English Department Marking Policy, in line with the Senior School Policy.

ENTRANCE PROCEDURE

- Information on potential EAL pupils (including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities), is normally obtained by the Registrar in advance of a pupil's arrival. This is done on the basis of Kimbolton School Entrance Examination test results and reports from the pupil's previous school. Pupils may be interviewed by the Headmaster or Deputy Head Academic, either in person or via Skype.
- Following their arrival at the school, the usual ongoing assessment of a pupil's academic progress may indicate an increased or reduced need for EAL support. The EAL teacher aims to work closely with the pupil's form tutor to ensure that the correct amount of support is in place. In addition, requests at any time for EAL support from a pupil, their parents or by a pupil's teacher/tutor are always taken into account, by the Head of English.
- It may also be the case that a pupil referred for linguistic support has, in addition, other special educational needs and in such cases it would be decided what the best course of action, supported by the EAL teacher, English Department in liaison with Academic Support.