



King's College Panama

English as an Additional Language Policy

This policy document provides a full and detailed account of the aims and strategies of the King's College Panama to ensure that all students entering the EAL programme fulfil their potential and reach the required level of competence in English that enables them to participate fully in the school curriculum. The policy highlights the school's obligations in terms of planning, organization, teaching, assessment and reporting procedures, formalising the requirements necessary to meet the needs of all pupils who have English as an additional language and to raise pupil achievement.

Purpose of Study

Many pupils entering King's College Panama will regularly speak a language other than English. The role of the EAL department within the school is to ensure that all pupils are supported in their development towards becoming both competent and confident speakers and writers of English. The EAL department works in close harmony with the rest of the school to ensure that each pupil's needs are met both within the specialist EAL classes and the mainstream classroom ensuring maximum access to the school curriculum.

King's recognises the importance of valuing each student's home language, particularly in light of the fact that the more developed the literacy skills in the home language and the more support for that language there is, the easier a student finds it to progress in an additional language. At King's we value bilingualism, and whilst we encourage all students to speak English within the classroom setting, pupils are encouraged to maintain their home language and use it in the school environment if necessary.

Department Objectives

In order to be able to participate fully in the mainstream class and have equal access to the school curriculum, each pupil in the EAL programme needs to learn and be able to competently use:

- the sounds of English;
- the grammatical structures and conventions;
- the meaning of words and phrases;
- contextual comprehension..

Whilst in the initial stages, much of the focus of the EAL classes is on oral communication; it is a fundamental part of the EAL programme that each student can successfully assimilate the four language modes – speaking, listening, reading and writing. Typically, students demonstrate an uneven profile in language acquisition and it is crucial that time is provided for them to develop each of the four modes adequately. Each student takes different amounts of time to acquire these skills and therefore the duration of the classes is dependent on individual needs.

The work done in the EAL classroom is inter-related across the four modes of language ensuring that focus in one area supports development in another. In addition to this, the mainstream classroom provides an environment where EAL pupils can work with fluent English speakers putting into practice newly acquired skills in a more typical setting.

Programme of Study

The EAL department is responsible for the specific learning objectives of each individual student. The curriculum content is carefully planned to ensure that students are able to meet the objectives as set out above, enabling them to have full access to the mainstream curriculum as quickly as possible. Whilst to some extent this will be specific to learners of English as an Additional Language, it is important to stress that particularly after the initial stages of language learning, the EAL curriculum is based largely on the wider National Curriculum goals for English with a strong focus on grammar.

Evidence suggests that young learners of English as an additional language go through a similar process of sorting out English grammar as children brought up in an English-only environment. They demonstrate very similar development errors such as in their use of the past tense and both negative and question forms. This highlights the importance of long term planning with national curriculum expectations set as the eventual target for learners of EAL. Similarly, for older pupils, research carried out by UK national test agencies suggests that a clear goal of attaining age appropriate national curriculum at KS2 should be set and worked towards by EAL department, in addition to the mainstream school. The achievement of this level signifies a student has assimilated all four language modes and reached the required level of competence to participate fully in the school curriculum. As stated above, the time taken to reach these levels is individual to each student. Generally, an absolute minimum of a year is required in the EAL programme but in many cases this time period may be significantly longer. The crucial point is to ensure equal access to the mainstream curriculum for all children and a pre-emptive exit may jeopardise this objective.

Curriculum development by the EAL department therefore needs to reflect the objectives of the National Curriculum. However in the initial stages, planned lessons will focus on the need for “real-world communication” stressing functions such as asking for and giving personal information, describing physical appearance, following simple instructions and learning the vocabulary of the classroom. Medium term plans are written specifically for each group of students based on Assessment For Learning (AFL) with short term plans written on a weekly basis aimed at addressing any areas in need of particular reinforcement which have been identified. .

The EAL department meets regularly with both the Primary Literacy coordinator and the Head of Secondary School English to ensure that all parties are following common goal. In addition, resources and planning are shared between departments to ensure continuity and relevance to work.

Teaching and Learning

Whilst this policy document is specific to EAL, it should be noted that many of the strategies used by the EAL department are widespread across the school as fundamental tools in assisting children to develop their skills in English as an additional language. A wide range of teaching strategies are utilised to address a variety of different learning styles and to engage the children in the learning process as actively as possible.

- All classroom activities have clear learning objectives that are set out at the beginning of each lesson, addressed throughout and revisited at the end of each session to ensure that students are fully aware of and involved in what they are learning.
- EAL classroom activities are differentiated according to the needs of the individual student. Differentiation may take several forms dependent on the activity in question but will be either by task, outcome, resources or teacher/peer support.

- The key language features of each curriculum area are identified clearly. These may include the grammar focus, key vocabulary, uses of language, forms of text etc.
- Each lesson provides enhanced opportunities for speaking and listening with students participating in role play, presentations, discussion and story/experience recounting etc.
- Additional verbal reinforcement and correction by the teacher is consistently provided in the form of repetition and modelling.
- Collaborative activities play an important role in the EAL classroom as a means of encouraging and supporting active participation.
- The EAL classroom provides an environment rich in additional visual support, e.g. posters, pictures, computer images, description and use of gestures.
- Reading and writing activities in the EAL classroom involve discussion before, during and after the activity.
- Each EAL class involves the provision of scaffolding where required. This may take the form of talking or writing frames, sentence starters, or word mats etc. More able pupils are encouraged to use their full imagination to create personal accounts and interpretations of the assigned tasks.
- Where possible, the EAL teacher will ensure that learning progression moves from the concrete to the abstract to confirm that the learning objectives have been met.
- Key vocabulary is provided in the form of EAL word bank booklets which are used across all of their lessons. Children can update their booklets with new or difficult vocabulary as necessary.
- Spanish may sometimes be used in the EAL classroom to assist understanding and learning.

Organisation and Resources

Each EAL class is taught by a specialist EAL teacher who withdraws pupils from the mainstream class. Pupils are grouped according to age and ability and have access to EAL support 4 times a week in groups not exceeding 6 students. Lessons are conducted in a specially appointed EAL room where pupils and the teacher have access to a wide range of resources including both EAL specific and non EAL specific books, games and flashcards. Pupils will not miss any of their core subjects (English, Maths) and will only miss one class per week from any other subject area. Year 9 pupils have their classes outside of class time, either in the morning before school or at lunchtime to ensure that the maximum time is spent in their mainstream classes in their crucial final year.

New resources are created, researched and updated on a weekly basis according to requirements. These resources are as varied and tailored as possible in order to cater to each pupil's optimum method of learning.

Data and Assessment

During the initial admittance process for every non-native English speaker, an interview and CAT 4 test will be conducted by the admissions department with the parent of guardian to ascertain the degree of previous exposure of the child to English as an additional language. (**Appendix II**). Following admittance to the school and to the EAL programme, all students will be assessed using specific EAL assessment tools supported by summative data from the CAT4 test and initial interview which is used as a baseline. This assessment process will involve a structured oral interview with the student and written age appropriate piece narrative or personal writing. (**Appendix III**) The results of these will be analysed in conjunction with observations carried out by the main class teacher within the mainstream class to determine each student's ability to access the mainstream curriculum and identify any particular areas of weakness. (**Appendix IV**)

Once in class, AFL is recorded and tracked by the EAL teacher across the year based on both EAL and National Curriculum criteria (Classroom Monitor) in order to check progress and make informed decisions regarding subsequent planning. (**Appendix V**) Both written and verbal feedback provided to students on a regular basis. Pupils are explained their targets in order to obtain full understanding of what their next steps are. Demonstrations of how the target will look once attained help the EAL students with this process. Students are required to respond thoughtfully to feedback in order to demonstrate that they have read, understood and can put into practice their next targets and objectives. Pupil targets are displayed in books for quick and easy reference. Pupils are also encouraged to provide constructive peer review of work.

Further to this, all EAL pupils will be assessed three times throughout the school year. This assessment will include EAL specific assessment criteria adapted from the Northern Association of Support Services for Equality and Achievement (NASSEA), in-class observations, discussions with class teachers and evaluation of written work based on National Curriculum criteria. In addition to this, pupils will take part in mainstream class assessments as required. The EAL department works in conjunction with the mainstream school in assessing a student's readiness for exiting the EAL programme but it should be noted a student's ability should be in line with their current year group in order for them to fully join the main class.

All assessment of EAL students is carried out in a sensitive manner particularly with regard to the mainstream assessment as it is crucial that self-esteem is not compromised in the process. Whilst EAL students will initially attain mainstream assessment results below their peer group, King's EAL department provides feedback to the student in a broader learning context that the assessment alone accounts for. Each EAL pupil at King's needs to gain recognition for what they can do and for the progress they have made.

Monitoring and Evaluation

All staff (both EAL and class) observe, assess and record information regarding each pupil's language development on a continuous basis. Pupil's will be deemed to be ready to leave the programme when they have reached a level of proficiency which is in line with their year group and are seen to be able to follow their mainstream classes. Decisions made of leaving EAL will be made in conjunction with the main class teachers and the SLT. Parents will be informed directly by email of any decisions made relating to this. (**Appendix VI**)

Targets are set for individual pupils and progress towards those targets is evaluated throughout the year. This review process is carried out jointly by EAL in consultation with class staff to ensure that an overall view of progress is attained as students often perform differently in different environments depending on their level of confidence in those situations.

It is the role of the EAL teacher to keep themselves updated with current best practice and available resources in the field of EAL.

Reporting to Parents

EAL students are given two full school reports a year, the first in December and the second in June. In addition to this, all parents are contacted by the EAL teacher by email at the beginning of the year (**Appendix I**) to outline the EAL department process, goals and requirements. Furthermore, parents are kept informed of any day to day issues concerning their child via email. Any parent of an EAL pupil is welcome to schedule appointments with the EAL teacher as they require throughout the school year to discuss the progress of each child.

Created and Reviewed by :	Policy Category:
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Approved by :	Next Review:
KGB November 2017	November 2018

Appendix II

Initial EAL Pupil Assessment

Parent/ Guardian Interview

Pupil's Name:	Relationship to pupil:
Date of Birth:	Interviewer/ Assessor:
Planned Start Date:	Date of Assessment:
Name of Parents/ Guardians:	

- 1) When did the pupil arrive in Panama?
- 2) Where did they attend school previously?
- 3) What was the primary language of instruction at previous schools?
- 4) Which language do you consider to be the pupil's first language?
- 5) Which languages are spoken at home? With whom?
- 6) Which languages does the pupil speak? With whom?
- 7) What is the pupil's experience of English? How long/where/ when has the pupil been learning English?
- 8) Does the pupil have any difficulties with English?
- 9) Is the pupil familiar with the Roman alphabet?
- 10) Can the pupil read and write in his/her first language?
- 11) Does anyone in the household speak English and if so at what level?
- 12) How do/can you support the pupil with his or her English?

Parent/ Guardian Comments

Assessor's Comments

Appendix III

Structured Assessment with Pupil

Date of Assessment:
Assessor:

1) Speaking

Relating personal experiences

After greeting the pupil, ask a selection of personal questions:

- What is your name?
- How old are you?
- Where were you born?
- Where do you live now?
- Have you got any brothers or sisters?
- What do you like doing?
- What you like/dislike about school?
- Can you tell me about your home?

Can offer and respond to greetings:
Can respond to requests for personal information:

2) Vocabulary

Using a range of flashcards, point to the picture and ask the pupil to name from a selection to include school items, feelings, actions, colours, animals, transport, food, clothes and body parts.

Vocabulary Item	Named	Not Named

3) Numbers

Using a range of flashcards and taking into account age appropriate expected number recognition, select random numbers from 1-10, 11-20, 21-100, 101-1,000,000.

Number	Named	Not Named

4) Reading

Recognising lower and upper case letters (phoneme and name)

Present the pupil with firstly a set of lower case letters and randomly select 10 from the pile. Ask them to name the letter and give the sound it makes. Repeat for upper case letters.

Can name random lower case letters:
Can name random upper case letters:

Recognising blends and digraphs

Blends

bl	br	cl	cr	dr	fl
gl	gr	pl	pe	sl	sk
sp	st	sw	tr	tw	

Digraphs

sh	ch	th	ng	oo	ee
ou	er	oi	ar	ai	ue
or					

Can recognise and vocalise consonant clusters:

Can recognise and vocalise digraphs:

Reading a passage

Give the student a short age appropriate passage to read.

Can read:
Initial letter sounds:
Medial vowels:
Modified vowel sounds:
Vowel digraphs:
Initial and final consonant clusters:

5) Sequencing and Narrative

Show the pupil a set of un-ordered picture cards which tell an age-appropriate story. Ask the pupil to firstly sequence the cards correctly and then tell the story. During the narrative, the assessor should ask age-appropriate questions to determine comprehension and assess reasoning. Questions might include:

- Why did you put this card first?
- Why did he do that?
- How do you think she feels?
- Has this ever happened to you?

Comments:

6) Following verbal instructions

Provide the pupil with a list of simple commands such as:

- Please give me the red pen.
- Put the blue scissors on the desk.
- Pass me the biggest book.

- Cut the piece of paper in two.
- Put the green pen under the desk.
- Hide the eraser behind your back.

Comments:

Appendix IV

In Class Observations

Date of Assessment: From _____ to _____
Assessor: _____

The in class observations can be carried out by either the EAL teacher or by the mainstram class teacher. However, they should only be carried out after a suitable time period has passed in order to give the child time to settle in. They should be based on the observations over the preceding week.

- 1) How well did the pupil interact socially with the other class members?
- 2) Did the pupil's level of English affect his/her ability to interact with other class members?
- 3) How did the pupil's performance in Literacy lessons compare with other members of the class?
- 4) How did the pupil's performance in Numeracy lessons compare with other members of the class?
- 5) Did the pupil display any particular areas of strength?
- 6) Are there any particular areas of concern?
- 7) Given the pupil's level of English, to what extent are they able to access the mainstream curriculum?
- 8) Did the pupil demonstrate any special interests that could be used to base work on in EAL classes?
- 9) Is there any other pupil in the class with the same native language as this student?

Comments:
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Appendix V

EAL Pupil Assessment Record

- The initial assessment of each individual EAL student should be administered during the first week as a pupil at King's College Panama. However, it is important to note that this assessment provides only a snapshot of a child's understanding of English at that time and the results can be heavily influenced by the fact that the pupil is new and possibly feeling nervous and unsettled. Whilst it may not necessarily provide an accurate record of a child's true ability, it is useful for both grouping children in same ability EAL classes and as a short term planning tool.
- Once a pupil has settled in and teaching is underway, the EAL Pupil Assessment Record included in this document should be used as an assessment, tracking and targeting tool for those areas of learning which are EAL specific. This assessment tool should be used in conjunction with curriculum targets as set at an English Department level.
- Achievement and progress are measured on a 6 step scale with steps 1-4 recording the development of pupils who are new to English and steps 5-6 recording those who are advanced bilingual learners. Step 7 indicates that learners are fully equipped with the necessary skills in all four language modes.
- Initial assessment in all four language modes should be recorded and dated to provide a baseline against which future progress can be measured. It should be noted that progress in each language mode is unlikely to be equal with pupils advancing though the steps at different rates for each skill.
- Targets for each pupil in each language mode should be set by looking at the next step along from the current analysis. It should be noted however that whilst it is crucial to have high expectations of pupils, pupils will make rapid initial progress followed by a plateau period as they assimilate English with academic context.
- According to The DFES (UK Government's Department for Education and Skills), provided that a child has no identified learning difficulty nor lack of previous education and has settled well into their new school, they should reach surface fluency - BICS (Basic Interpersonal Communication Skills) – in approximately 2 years. With effective support within the home, this time period can often be significantly shorter. It should however be noted that it can take up to 7 years to reach CALP (Cognitive Academic Language Proficiency). King's recommends a minimum of 1 year in the EAL programme but it should be noted that his time frame is pupil specific.
- Pupils will be regularly required to given verbal feedback relative to their perceived progress and ability both within the EAL programme as well as across the wider school.
- To be assessed as ready to exit the EAL programme, it is recommended that each pupil is working securely within the objectives as set out in the National Curriculum for their particular age group from year 1 to year 9. Achievement of the corresponding step levels is required before the pupil is recommended for exit from the EAL programme. It should be noted that different step levels are recommended dependent on the year group, as the language requirements necessary to successfully access the mainstream curriculum are more sophisticated for older pupils.
- Once a pupil has exited the EAL programme, contact should be maintained with the mainstream teacher to assess progress and provide any necessary ongoing EAL support.
- The following tables show the EAL specific targets for each step level:

Listening/Understanding			Speaking			Reading			Writing		
Date	NC	Step Level	Date	NC	Step Level	Date	NC	Step Level	Date	NC	Step Level
	W	Step 1		W	Step 1		W	Step 1		W	Step 1
		Listens attentively for short period of time.			Echoes words and expressions drawn from classroom routines and social interactions to convey meaning.			Participates in reading activities and knows the difference between print and pictures.			Uses letters and letter like forms to convey meaning.
		Uses non-verbal gestures to respond to greetings and questions about themselves.			Expresses some basic needs, using single words or phrases in English.			Knows that in English print is read from left to right and top to bottom.			Copies or writes their name.
		Follows simple instructions based on classroom routines.			Speaks in home language.			Recognizes their names and familiar words.			Copies or writes familiar words.
		Relies on listening skills in home language.						Identifies some of the letters of the alphabet.			Writes from left to right.
								Possesses some reading skills in home language.			Possesses some writing skills in home language.
	W	Step 2		W	Step 2		W	Step 2		W	Step 2
		Understands simple conversational English in familiar contexts.			Copies modeled speech.			Begins to associate sounds with letters in English.			Starts to express meaning in writing supported by oral work or pictures.
		Listens and responds to the gist of teacher explanation when language is supported by nonverbal cues, including illustrations.			Joins in predictable refrains/repetitive language.			Starts to predict what a text will be about.			Communicates meaning through writing to themselves and a familiar reader.
		Demonstrates understanding of classroom language with teacher repetition and explanation.			Pronounces words so as to be understood by familiar listener.			Reads some words and phrases learned in different curriculum areas.			Has some knowledge of sounds and letter patterns in English.
					Generates single word utterances in the context of social interaction.			With support, follows a text read aloud.			Shows some knowledge of the function of sentence division.
											Writes in home language.

Listening/Understanding			Speaking			Reading			Writing		
Date	NC	Step Level	Date	NC	Step Level	Date	NC	Step Level	Date	NC	Step Level
	1	Step 3- Threshold		1	Step 3- Threshold		1	Step 3- Threshold		1	Step 3- Threshold
		Understands and responds appropriately to comments.			Talks about matters of immediate interest in a familiar setting.			Reads a range of familiar words, and identifies initial and final sounds in unfamiliar words.			Produces recognisable letters and words in texts which convey meaning.
		Understand closes questions or instructions with contextual support.			Conveys meaning through talk and gesture.			With support, establishes meaning when reading aloud phrases or simple sentences.			Writes most commonly used letters correctly even though they may be inconsistent in size and orientation.
		Listens attentively to a range of speakers including teacher presentations to the whole class responds appropriately when the teacher is talking to a small group.			Extends what they say with support, even though speech is grammatically incomplete at word and phrase level.			Use contextual cues to gain understanding.			Demonstrates a growing awareness of spelling patterns of familiar words.
		Listens to stories and poems and demonstrates interest.			Has a functional vocabulary at word and phrase level.			Responds to ideas and events in poems, stories and non-fiction.			Generates simple sentences.

Listening/Understanding			Speaking			Reading			Writing		
Date	NC	Step Level	Date	NC	Step Level	Date	NC	Step Level	Date	NC	Step Level
	2	Step 4-Secure		2	Step 4-Secure		2	Step 4-Secure		2	Step 4-Secure
		In familiar contexts, follows what others say about what they are doing.			Talks to a range of listeners about matters of interest.			Reads simple texts.			Uses phrases and longer statements to convey ideas.
		Listens with understanding to sequences of instructions and usually responds appropriately in conversation.			Demonstrates a growing repertoire of extended phrases or simple sentences in the context of a range of curriculum activities.			Uses their knowledge of letters, sounds and words to establish meaning when reading a familiar text aloud, sometimes with prompting.			Makes use of full stops and capital letters.
		Responds appropriately to a range of different question types, including open questions.			Speech shows some grammatical complexity in expressing relationships between ideas and sequences of events.			Comments on events or ideas in poems, stories and non-fiction.			Begins to apply grammatical rules in familiar contexts (eg narratives) with some accuracy.
					Starts to develop a range of connected utterances.			Begins to guess the meaning of unknown words from context.			Letters usually correctly shapes and oriented.

Listening/Understanding			Speaking			Reading			Writing		
Date	NC	Step Level	Date	NC	Step Level	Date	NC	Step Level	Date	NC	Step Level
	3	Step 5-Consolidating		3	Step 5-Consolidating		3	Step 5-Consolidating		3	Step 5-Consolidating
		Shows evidence of understanding the gist of lesson content.			Begins to engage in a dialogue or conversation within an academic context.			Uses more than one strategy, such as phonic, graphic, syntactic and contextual when reading unfamiliar words.			Uses a range of grammatical structures when given scaffolded support such as writing frames and a specific focus on the linguistic requirements of different kinds of writing.
		Understands most conversations when the subject matter is concrete (fully competent in BICS).			Produces lengthy chunks of organized connected speech.			Extracts information from a variety of texts.			Without support, ideas are contained in separate sentences or through simple connectives (eg and, but) rather than linked through the use of clauses.
		Understands some conversations when the subject is more abstract with figurative and idiomatic expressions (CALP).			Modifies own language use in context.			Beings to recognise the features of different genres.			Starts to modify writing as appropriate to the demands of the genre.
		Demonstrates understanding of fomal and informal language.			Demonstrates an increasing reange of academic and more abstract vocabulary.						

