



**BROCKHURST & MARLSTON HOUSE SCHOOLS**  
Including all of the Pre-Prep Department and Early Years  
Foundation Stage



## **EAL POLICY**

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2024.

**Reviewed: September 2024**

**Next Review: September 2026**

Our aim is to provide a learning environment that empowers children to reach their educational and personal potential whilst nurturing their self-confidence and self-esteem.

### **Statement of Aims**

The school aims to make appropriate provision of teaching and resources for pupils for whom English is an additional language and for ensuring EAL children are able to achieve their full potential.

The school will identify individual pupil needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able 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

### **The Context of the School**

A variety of languages are spoken at the School with English as the mother tongue for the vast majority.

### **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- Teachers have a crucial role in modelling uses of language
- The focus and use of additional support time are seen as an integral part of curriculum and lesson planning
- A distinction is made between EAL and other Learning Development needs. Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and, where applicable, to build on their existing knowledge and skills

- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL

## **TEACHING AND LEARNING**

### **Planning and Differentiation:**

Plans will identify the demands of the School's Curriculum and provide differentiated opportunities for EAL pupils. Where appropriate, teachers will plan activities for individuals or groups of children with EAL

- Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, use of language or forms of text
- Classroom activities should be carefully structured and focused
- Classroom activities should have clear learning objectives and resources should be deployed to ensure that pupils are able to participate in lessons
- Staff should review groupings and seating arrangements to enable EAL learners to have some access to strong English language peer models

### **Strategies**

Staff should use some of the following support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional verbal support - repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc
- Writing frames
- Opportunities for role play
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract where necessary
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.

### **Planning, Monitoring and Evaluation**

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

### **Learning Development Needs and Gifted and Talented Pupils**

The School recognises that most EAL pupils needing additional support do not have learning difficulties. However, should learning difficulties be identified during assessment, EAL pupils will have equal access to additional support and provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

## **Monitoring, Assessment and Record Keeping**

The school will ensure that all EAL pupils have access to an English language assessment/support where appropriate. Assessment materials use images and texts which are appropriate for all pupils.

## **Resources**

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

## **Displays and resources reflect cultural diversity**

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc.

## **EYFS**

The school will provide opportunities for children to develop and use their home language in play and learning, to support their language development at home and ensure that they have sufficient opportunities to learn and reach a good standard in English language. Children learning English as an additional language experience their home language through the aid of dual books, signs and symbols; showing that staff value their cultures and home experiences. Staff use excellent language to model and encourage the children to think and talk about what they are doing. Those children who have little or no English receive extra support. Staff use the expertise of language teachers to communicate with children and parents in their home language.

## **Appendix 1**

### **Strategies for Teaching EAL (English as an Additional Language) Pupils**

The following ideas may help you create a more meaningful environment for the EAL pupils in your classes. Most points are general and can be used in any subject lesson. Please also refer to the EAL policy which is on the school website under the centralised list of policies.

Knowing how busy all teachers are, I have tried to include methods which you probably use in your lessons anyway. Where extra effort is necessary, you might try to delegate as much as you can to the English speaking pupils rather than giving yourself more work.

## **SKILLS**

- As with native speakers, EAL pupils are learning four language skills (reading, writing, speaking and listening). It is usually the case that their passive skills (reading and listening) are considerably stronger than their active skills (writing and speaking). In addition, most young EAL pupils will find speaking easier than writing.

## **ON ARRIVAL**

- Welcome and encourage EAL pupils. Reward them from the start for good behaviour and for actions which you might expect from your English speaking pupils (arriving on time, bringing their books, doing their homework).
- Explain any classroom routines to your EAL pupils and clarify expectations in relation to discipline (for example, greeting and respecting adults, making eye contact, responding to instructions etc). This is important as it will enable them to feel relaxed and ready to learn. It

is also useful to go over these expectations with the rest of the class. Role play activities might be helpful here.

- Speak slowly and distinctly and ask the other pupils to do the same.
- If possible, take some time to find out about the EAL pupils. This could be done as a class activity. It may be in brief at the start of term and in more detail later (for example, finding out about Spanish food or schools).

#### **AT THE START OF EACH LESSON**

- Displaying the outcomes of the lesson is particularly useful for the EAL pupils. They will know where the lesson is going from the start.
- In the upper school, you might consider giving notes to EAL pupils or, if your pupils take notes in your classes, you can ask another pupil to share his or her notes with the EAL pupils.
- Sit your EAL pupils with strong native speakers. Encourage the latter to repeat instructions and information when possible.
- All the EAL pupils should have a bilingual dictionary in their bag. Encourage them to put this on the table at the beginning of the lesson. Reward them for bringing it and for using it. Younger and very weak EAL pupils will benefit from a picture dictionary in class. If a pupil continually forgets their dictionary please talk to the support staff about this.

#### **DURING THE LESSON**

- Explain difficult vocabulary. Write it on the board and use pictures and diagrams when possible. Mind maps and flow charts are also useful for vocabulary and concepts.
- Think about starting each lesson with some vocabulary which will be useful today or going over words which you used in the last lesson. The other pupils can explain words and meanings. You could make word walls for displays.
- Try to avoid using too many idiomatic expressions. When you do use them, ask the class to explain what they mean.
- Use pair share techniques. EAL pupils will often find it hard to explain even if they know the answer. Giving pupils a chance to discuss their answers in pairs gives them the opportunity to glean the words they need from their partner.
- Similarly, co-operative learning is useful for EAL pupils especially if they are in pairs or groups with stronger pupils.
- Include plenty of different teaching and learning methods and techniques in your lessons. It's likely that the most effective for the EAL pupils will be kinaesthetic methods. Other useful methods are jigsaw and cloze activities. Games are always good and even better if they are language based. Music is very beneficial too. IT is another very useful tool, particularly when it can be used with audio facilities. Teacher talk and reading are probably the least effective methods.
- Take into account the fact that the EAL pupils in your class may have already covered parts of the syllabus in their own country. You may be able to use their prior knowledge to build on or to share with the rest of the class.

- Similarly, try to make connections to the EAL pupils' background, culture and interests. This also promotes equality and diversity in the classroom.
- Avoid putting EAL pupils on the spot with direct questioning. To begin with your EAL pupils may be quiet or even silent and this should be respected. Encourage them by ensuring there are questions they can answer and think about using methods such as chanting answers together.
- Reading aloud is particularly daunting for the EAL pupils and can lead to teasing from other children. If you think your EAL pupil is happy to read aloud then allow them to read very short passages, or ask them to reread a passage which another pupil has just read.
- For silent reading, EAL pupils often need a little more time to read and absorb information. You could ask them to read less and tell the rest of the class that one of them will be asked to explain or summarise the other parts. This has the double advantage of keeping the other pupils on their toes.
- It is probably better not to continually correct the EAL pupils' spoken English especially in front of the class. Instead try to use modelled corrections; this is when you reply using the correct version or pronunciation. Equally, correcting all written mistakes can be both time consuming and ineffective. Depending on age and level, concentrate instead on content, simple spellings, punctuation and layout.
- If you are showing videos, display the subtitles if possible.

#### **AT THE END OF THE LESSON**

- At the start of term, ensure the EAL pupils know where they are going next. They should have a buddy who is looking after them.
- Make sure that the EAL pupils have understood what homework they have to do. Ask their buddy to check their homework diary if necessary.