



مدرسة الدوحة البريطانية  
DOHA BRITISH SCHOOL

# EAL Policy



Last Review: September 2021

Next Review: June 2022

Reviewer: Policy Committee





## 1. Purpose

The purpose of this policy is to guide the school's provision for pupils who are learning English as an additional language and unable to fully access the curriculum.

## 2. Scope

The policy applies to all schools.

## 3. Definitions

**EAL pupils** are those who have been exposed to a language other than English during early childhood and who continue to be regularly exposed to this language in the home or in the community, and for whom language is a barrier to them accessing the curriculum.

**EAL Coordinator** is a qualified teacher who has undertaken additional study / qualifications, e.g. in Applied Linguistics, the CELTA Certificate or equivalent.

**Learning Support Assistants** are specialized Teaching Assistants who work 1-to-1 with pupils who require additional support.

## 4. Policy Statement

### Admissions

People of all nationalities are welcome to apply for places at the school. The school values the linguistic and cultural experiences that pupils bring to the school and aims to support all pupils to progress to the best of their ability.

The school holds the view that pupils who are learning English as an additional language have skills and knowledge in line with pupils whose first language is English. For some, their ability to participate in the full curriculum may be well in advance of their communicative skills in English. While learning English as an additional language may present a pupil with challenges, they should not be confused with learning difficulties. Where learning difficulties may also be present, this will be established through assessment provided by Learning Support.

English as an additional language provision supports pupils whose first language is not English to acquire the level of linguistic competence necessary to succeed in the regular classroom.

Pupils applying for Year 4 and onwards are required to complete a written task in order to assess their level of writing proficiency in English. Pupils applying for other years have their oral communication assessed. Applicants for all year groups are assessed using a diagnostic literacy assessment.

For pupils applying for Years 10 and above, the results of the CAT4 test indicate whether or not there is a need for further EAL provision. In exceptional circumstances, provision is put in place by Learning Support for pupils in Key Stage 4 and 5 on a case-by-case basis.



## **EAL Provision**

Additional language pupils whose language level is insufficient to cope with the full curriculum in English should be offered in-class support appropriate to their age and level to enable them to perform effectively in the regular classroom as rapidly as possible. Pupils in EYFS whose language makes them unable to communicate in the classroom should participate in interventions targeting verbal communication. Pupils in Key Stage 4 and 5 who require language support will be considered on a case-by-case basis for additional 1-to-1 sessions with the EAL Coordinator or other members of Learning Support.

The school believes that the most efficient way to achieve language development is by immersing the pupils in an authentic language environment that is comprehensible, yet challenging, where specific language is targeted for instruction, where acquired language is used in meaningful tasks and, where possible, provision mirrors year level content and teaching styles.

The school understands that pupils learn in different ways and at different speeds; therefore, the school aims to provide support for each pupil on their way to full proficiency.

## **Funding**

The school may charge for EAL provision if the level of support a pupil requires necessitates the additional employment of a Learning Support Assistant.

## **Parent Support**

It is the school's view that pupils with limited English proficiency need not only in-school provision, but also the support of their parents. With this in mind, the EAL Coordinator will provide related advice to parents when necessary.

## **EAL at Early Years Foundation Stage (EYFS)**

In EYFS classes children learn and continually practise English through play, hands-on activities and classroom experiences. Additional language support is provided through embedding repetition, explicit teaching of key vocabulary words and consistent modelling of good English. For EYFS classes the EAL Coordinator provides ideas for differentiating and scaffolding the learning of EAL pupils.

At this age language development is most important, both in English as well as the language spoken at home. The school recognises pupils' home languages and encourages their use through joint construction of meanings with children of the same first language and the support of parents in activities, such as storytelling in the home language in school.

Additional support is provided to pupils through the Talk Boost intervention programme if their classroom teacher has identified them as having poor vocabulary and communication skills.

Language acquisition is one of the most important aspects of learning at this developmental stage.



## **EAL at Key Stage 1 and Key Stage 2 (KS1 and KS2)**

Pupils who are learning English as an additional language are supported by their classroom teachers and the EAL Coordinator. Their language acquisition is closely monitored at all stages of learning.

Language intervention through Talk Boost can be provided to pupils in Key Stage 1 who have been identified by their class teachers and been assessed further. The majority of children in Key Stage 1 who require support with language will receive it in the classroom through scaffolding and other strategies. Some children may receive additional language support in a 1-to-1 setting with a Learning Support Assistant, but these children are taken on a case-by-case basis.

Pupils in Key Stage 2 remain in the classroom, receiving support through strategies implemented by class teachers, unless it is an exceptional situation. When required, pupils can receive additional 1-to-1 support from the Learning Support department if the class teacher thinks the pupil cannot access the curriculum independently with the current level of language.

## **EAL at Key Stage 3**

Pupils who are learning English as an additional language are supported by their subject teachers and the EAL Coordinator. Their language acquisition is closely monitored at all stages of learning.

Subject leaders ensure strategies are embedded in the classroom to support EAL pupils. These range from allowing work produced in mother tongue to scaffolding techniques and writing frames. The majority of EAL pupils at this stage are kept in the classroom. As in other Key Stages, pupils who require additional support because of language difficulties are taken on a case-by-case basis by Learning Support. These pupils can either be taken out of class for 1-to-1 sessions to improve their English or be given support in the classroom.

## **EAL at Key Stage 4 (IGCSE Years)**

Support through strategies and scaffolding continues into IGCSE, and some additional 1-to-1 and in-class support happens on an exceptional basis. Pupils may be advised to study only English Language or Entry Level English as opposed to English Language and Literature.

## **EAL at Sixth Form (Key Stage 5)**

If required, Sixth Form EAL pupils can receive EAL support during a study period. This is offered for both IB and A-level students.

## **Continuing Professional Development (CPD) in EAL for staff**

The school believes that optimal learning occurs for EAL pupils when year level and subject teachers, as well as Teaching Assistants, modulate and scaffold classroom language and learning opportunities so that EAL pupils are able to participate in class and to achieve learning objectives. Towards this end, teachers and Teaching Assistants will continually take part in the following CPD:

- EAL CPD as part of their induction to the school
- ongoing EAL CPD
- EAL focused planning meetings
- EAL Teaching and Learning forums

The EAL Coordinator will be responsible for this aspect of CPD.



## 5. Roles and responsibilities

The Principal:	<ul style="list-style-type: none"> <li>ensure quality EAL provision across the school.</li> </ul>
Heads of School:	<ul style="list-style-type: none"> <li>monitor the quality of EAL provision and pupil progress across their section of the school.</li> </ul>
The EAL Coordinator:	<ul style="list-style-type: none"> <li>devise and coordinate the delivery of the school's EAL strategies;</li> <li>line manage Learning Support Assistants</li> <li>liaise with SLT, Heads of Year and other Subject Leaders over the organisation of EAL provision</li> <li>direct and evaluate various intervention programmes around school</li> <li>facilitate CPD for mainstream teachers and TAs</li> <li>contribute to related areas of whole school planning</li> <li>manage associated resources;</li> <li>provide information to parents about how to support their children's language learning at home.</li> </ul>
Teachers:	<ul style="list-style-type: none"> <li>plan for the particular English language requirements of content areas</li> <li>ensure that the curriculum is made comprehensible and academically engaging for all pupils</li> <li>acknowledge the value of literacy in a pupil's first language</li> <li>engage with related CPD.</li> </ul>
Teaching Assistants:	<ul style="list-style-type: none"> <li>engage with related CPD</li> <li>include EAL strategies in their support of pupil learning.</li> </ul>
Librarians:	<ul style="list-style-type: none"> <li>build and promote a collection of bilingual books representative of pupils' home languages.</li> </ul>



Thank you