



English as an Additional Language Policy

Our aim is to support the educational needs and aspirations of students for whom English is not the language spoken at home or is not their best language (EAL). In order to help these students have equal access to the curriculum, and to achieve their academic potential we recognise that the students will need help to develop their speaking, reading, writing and listening skills in English. We celebrate cultural diversity by providing a nurturing and welcoming environment where all students are accepted and valued.

Guidance

The Department of Education definition of EAL is '*A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, **irrespective of the child's proficiency in English***'.

Students for whom English is an additional language are not a homogeneous group. They can be grouped according to their English language proficiency; from new to English (possibly as in the case of refugees) to advanced EAL learners, which would be the experience of students at TGS. These learners can have well developed oral skills, can read and write competently in English and will be approaching or exceeding the attainment levels of their peers. However, these are the students that may need additional support to prevent a plateauing in their learning or underachieving in relation to their cognitive and academic ability.

An EAL student may also have SEN, but underachievement because of EAL is not an indicator of SEN. Where learners are less experienced in reading longer passages in English, like those found in some GCSE exams, focused intervention may be provided to help to develop their resilience.

We aim to ensure that students with EAL will:

- Use English as a means of learning across the curriculum.
- Use English confidently and competently in a range of situations, in a variety of subjects and with differing audiences.
- Build their own personal knowledge of other languages and cultures.
- Recognise their strengths and take pride in their contributions to the life of the School.

Identification and provision for EAL

EAL students are identified upon admission to the school through information provided by parents/carers. This information is used to maintain and update an EAL student register. Feedback from Form tutors and subject staff may raise questions regarding potential EAL difficulties.

Tonbridge Grammar School

Subject Teachers are responsible and accountable for the progress and development of the students in their classes, even where students access support from specialist staff. High quality teaching, differentiated for individual students is the first step in responding to students who have or may have EAL. There are suggested strategies for teachers to access in order to support EAL students in the classroom (see Appendix 1). Subject areas are encouraged to periodically review their support of EAL students.

Arranging appropriate additional support to address individual areas may be considered, such as mentoring, clinics and guidance from the Specialist Teacher.

Special Arrangements for External Exams

The SENCO in liaison with the Exams Officer will ensure that special access arrangements, such as the use of bi-lingual dictionaries or extra-time will be submitted to the appropriate regulatory body following the published and relevant guidance. In the case of GCSE's, the Joint Council for Qualifications (JCQ) and for the IB, the International Baccalaureate Organisation (IBO) will make the final decision as to whether the special access request is granted. This decision will then be communicated to the student.

Admissions

Providing a student meets the academic admissions criteria for our school, we do not discriminate against students for whom English is not their first language.

Partnership with Parents

Support and progress will be monitored through regular reviews of progress reported throughout the year and with direct contact with class teachers and the student. Parents will be invited to attend parent evenings and will receive written reports during the year.

The School will provide parents and carers with information about curriculum content and examination requirements, and where necessary, checking that this information can easily be translated.

Celebrating different languages and cultures

In addition to an annual Culture Day, the School marks a range of festivals from the countries and backgrounds across the year. The European Day of Languages is also celebrated annually. This helps students and their families to feel welcomed and is seen as an opportunity to teach all students about diversity and world cultures.

Link Policies: Curriculum Policy
Behaviour Policy
Teaching and Learning Policy
Assessment Policy
Language Policy
Link Guidelines: Teaching and Learning

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Approved: November 2024

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Appendix 1

Supporting Strategies for students with English as an Additional Language include;

At Home:

Listen to radio and music in English

Keep abreast of current trends by using BBC website as home page

Listening to audio books

Watch TV in English

In the classroom:

Seat the student in supportive groups for writing and editing tasks, particularly where they are new to the school. Build in opportunities to work with larger groups or different groups of learners, including those who will offer academic and linguistic challenge.

Develop confidence in using key vocabulary – the language embedded with in a specific subject or topic will have specific vocabulary and frequently used phrases. These should be identified and be available for pre learning by EAL students. Planning to identify and tackle specific language demands of the curriculum may benefit all students' not just EAL students. Pre-teaching new vocabulary before the main context of the subject may be beneficial. Discussing and exposing the roots of key vocabulary may be helpful to EAL learners and other students.

Support the learner with specific areas of language development related to curriculum learning. This may include:

- Drawing attention to metaphor and simile use in context and encouraging learners to use them in their own writing when appropriate.
- Checking learner's understanding of idiomatic language and cultural references encountered in texts.
- Continuing to build vocabulary, especially of subject-specific words and phrases, making notes of synonyms and antonyms as well as common collocations. Writing frames can be useful to encourage the more advanced EAL learner to take risks and explore more complex language, scaffolding their learning. Modelling of particular subject specific language and methods of writing will benefit EAL learners e.g. use of specific formats for science experiments.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for viewing/reading and writing activities in upcoming topic/lesson(s). This may include:

- Analysing longer and increasingly sophisticated texts (e.g., using highlighting activities or reconstruction tasks) in context to teach coherence and cohesion.
- Distinguishing objectivity from subjectivity, for example when reading historical sources, newspaper articles, and blogs, to develop critical awareness.
- Focusing on nuance and modality when the opportunity arises (e.g., It is likely that... / it is probable that... / it is (just) possible that... / it might be that...).
- Modelling, in context, complex structures, such as; Passive voice (e.g., over time, the cliff has been eroded; effectiveness of the physical training programme must be monitored). Nominalisation (e.g., King Charles I was beheaded on 30 January 1649. The beheading of King Charles 1 took place on...).
- Modelling the skills necessary to synthesise and summarise ideas from texts.

- Presenting information visually as well as orally. Students can be encouraged to develop their own ways of recording notes, older EAL learners may want to record some of their personal notes in their language of choice. Students can be encouraged to use colour to highlight key text.
- Exemplar answers and essays can be made available to guide the students' responses and understanding of the nuances of language use necessary for securing the highest marks.
- Utilise course outlines or syllabus to map course content.
- Assessment through a variety of methods including oral and visual presentation to check understanding.
- Encouraging learners to participate in peer-marking and self-marking using success criteria.
- Make resources available on TEAMS e.g. glossaries, links to useful websites, for independent additional support.