



# King's College

DOHA

## English as an Additional Language (EAL) Policy

*This policy is applicable to all pupils including those in Early Years*

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### Introduction

King's College Doha aspires to ensure that all English as an Additional Language (EAL ) learners are integrated fully into the school community. At King's College Doha, we acknowledge that many pupils will be learning in their 'second language', English. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. EAL staff will provide additional support for such pupils in the classroom or the pupil in question may be withdrawn for specific language input as necessary.

All academic and pastoral staff have a responsibility for supporting EAL pupils at King's College Doha. There is an English as an Additional Language department, led by the Head of EAL, which provides additional lessons for all pupils who have been identified on the EAL register. These lessons are at an additional cost to parents and are seen as critical for a child's future success and ability to access IGCSE and A-level courses.

## **Purpose**

The purpose of the EAL Policy is to ensure that pupils with EAL needs will:

- have access to the whole school curriculum and will be fully integrated into the school;
- be supported by the school to become effective, independent learners and thereby to achieve their maximum potential;
- have the necessary qualifications for higher education when they leave the school;
- develop cultural awareness of others in the school community.

## **Admissions**

We welcome pupils into all stages of the school whose first language is not English.

Pupils joining the school in Year 1 or above will be expected to have studied English and their level of understanding must enable them to follow lessons taught in English and to socialise, settle and make friends amongst the English-speaking pupils.

The admissions assessment includes an assessment of the child's level of English language proficiency.

Pupils may be required to participate in accelerated EAL programmes, as provided by the school, prior to admission and/or during their time at the school.

Admission to the school may include a condition to participate in additional EAL lessons as appropriate.

Please refer to the School's Admissions Policy for more details.

## **Provision**

Pupils throughout the school whose first language of communication is not English are supported in their classrooms according to their developmental needs in a variety of ways, as appropriate to the age and stage of the child.

The EAL programme is tiered, providing a variety of support from EAL lessons, group sessions and one-to-one tuition to additional teaching and learning resources, online activities, and mentoring. Pupils are consistently monitored with regularly assessments to track progress.

All children's level of English proficiency is assessed and monitored during their time at the school and pupils requiring additional support join the EAL programme as required.

The programme:

- helps pupils for whom English is an additional language, build self-confidence in learning and participating in an English school environment;
- enables learners to develop language through interactive pupil-centred activities where the teacher acts as a facilitator and guide;
- develops pupil's English language skills in listening, speaking, reading and writing;
- helps pupils to be active while participating in academic and non-academic activities conducted in English;
- assists pupils to listen and respond fully to English speaking teachers;
- helps pupils produce quality work in English and make presentations in English in a confident manner;
- puts pupils on a pathway and develops the academic English skills necessary to access IGCSE and A-level examinations and to gain university entrance in the pupil's home country or other countries, such as the UK or US.

Activities are also created so that pupils become less afraid of obstacles and can learn through discovery. Teachers give full support while at the same time encouraging their pupils to push through boundaries and have fun in the process of finding solutions.

The school will offer support for pupils who have some English language proficiency but are behind in their age-appropriate benchmark assessment and/or other assessments at key points throughout the year. These pupils may be withdrawn from some of their regular lessons for small group and/or one-to-one tuition. This support programme carries an additional cost to parents.

A more intensive EAL programme is also available for pupils who are new to English and have little or no English language proficiency. There is a charge to parents for pupils who are required to follow additional EAL programmes that are taught in small groups. Please refer to the school's Fees Policy for more details.

### **Evaluation**

The school adheres to high quality inclusive teaching which ensures that planning and implementation meets the needs of all pupils and builds in high expectations for all pupils, including those with EAL needs. Teachers will carefully consider and adapt their teaching to promote the progress and development of all pupils, in addition to support by specialist staff.

Intervention programmes are adjusted on a termly basis, in the light of the progress the pupils are making, drawing on a rich variety of assessment data available within the school context, and responding appropriately to the 'pupil voice'.

### **Examinations**

Pupils can receive specialist help to enable them to access the mainstream curriculum. In addition, pupils may be prepared for English for speakers of other Languages (ESOL) exams, where appropriate, such as the Cambridge English Language Assessment examinations, IGCSE English as a Second Language (ESL) and IELTS. The fee for entering these examinations is chargeable to parents.

### **Policy History**

Date of adoption of this policy	September 2022
Date of last review of this policy	August 2022
Date for next review of this policy	August 2023
Policy owner (SMT)	Deputy Head (Academic)
Policy owner (Chair of the Board)	Board