

Policy Name: EAL

Draft: 3rd July 2024

Approved by SLT: 5th July 2024

Published: 5th July 2024

Mission Statement

- Our mission is for every child to lead enjoyable and fulfilling lives; to make the most of their talents at school and be ready for the world beyond.
- At the heart of an Ardingly education is the assurance that every child is known, valued and encouraged. Every child has a unique character, a unique range of abilities and a unique contribution to make.
- Our purpose is to understand and develop their character, enhance their abilities, encourage and recognize their contribution, while fostering the values, personal qualities and skills they will need to thrive in the world beyond Ardingly.

School Vision

We aim to provide an excellent 21st Century education by being a forward-thinking and high-achieving co-educational international school contextualized within Kazakhstan culture and language, with a strong academic focus, excellent Pupil support, commitment to the Arts & Technology, outstanding facilities, and a global outlook.

Our ethos is a shared commitment to readying our pupils for the world as it will be and not what it is now. This means providing a bespoke education that allows children to explore their interests and providing state-of-the-art facilities that ensure every child can explore and experiment according to their own path.

EAL INTERVENTION AND SUPPORT

English as an Additional Language

EAL means English as an Additional Language. It refers to the teaching provided to pupils who are not yet confident users of English. These are learners who are learning English, but who have their own home language (or in many cases, languages).

Most pupils attending Ardingly Astana are EAL learners, therefore focused intervention and support systems are in place to support these pupils. These include:

1. Regularly praising and encouraging pupils to speak in English. Pupils who demonstrate a real effort to learn the language and/or speak the language, will be rewarded with a House Point. Pupils who cannot speak English, or unable to follow instructions in English, will receive additional adult/TP support.
2. A designated Assistant Teacher is assigned to each class. The Assistant Teacher is Kazakh, able to converse in Kazakh/Russian and able to translate English instructions as and where

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appropriate.

3. EAL training is provided for all staff to support EAL learners. Training sessions are carried out at the beginning of each half term.
4. Three staff members are assigned as EAL Teachers - two full time members and one part time. These members of staff offer additional support to pupils who really struggle to grasp the language, or who have no proficiency in English. The EAL Teachers will dedicate most of their time in Key Stage 2. Teachers may refer a pupil for additional EAL support using the EAL referral form (provided overleaf).
5. All areas of the school, including resources, are labelled in English. Visual instructions are also supported with drawings and pictures.
6. Pupils are encouraged to annotate their work (and to add pictures) to support their understanding of English.
7. Regular opportunities are provided for pupils to practise English - This is an integral part of lesson planning and lesson delivery.
8. Every child is assigned a Talking Partner (TP). Talking partners will change on a weekly basis and include the Assistant Teacher and Class Teacher.
9. Every classroom has an English Language Help Box. Pupils who want to know how to say a specific word/phrase/sentence can write something in Russian/Kazakh, and this will be translated into English and displayed on a vocabulary board.
10. Interactive classroom displays (including visual timetables) will be used to support and reinforce pupils understanding of English.
11. At playtimes, pupils may use their native language if they are unable to converse in English, find a playmate or need support.
12. Selected pupils will be invited to attend an English speaking co-curricular club. This will be an 'invitation only' club and run by EAL Teachers.

EAL REFERRAL FORM

Name of child	
Age	
Year Group	
Teacher	

Reason for pupil referral (you may select more than one):

The pupil has no English	
The pupil is showing signs of distress due to their lack of proficiency in English	
The pupil refuses to speak English	

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The pupil says nothing at all	
The pupil only converses in Kazakh or Russian	
The pupil cannot follow instructions in English	
You feel unable to support the child in class	
You feel concerned that the pupil is making no or little progress due to their lack of English	

Another reason (please explain)	
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How urgent do you feel this referral is (please circle one)?

Very urgent

Urgent

Not urgent

Class Teacher signature: _____ **Date:** _____

EAL SUPPORT

The role of the EAL Teacher

An EAL Teacher will sit with a pupil (or group of pupils) and support their learning in following ways:

- Translating instructions and discussing topics/questions/areas of learning in Kazakh or Russian
- Providing prompts, visual aids, and subject-specific language to add clarity to a lesson (or group of lessons)
- Providing and leading language-rich activities relevant to the lesson's learning objective
- Offering encouragement to engage and contribute more in lessons

Processing Pupil Referrals

When a pupil is referred to the EAL department, the child will be processed as quickly as possible. The

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EAL department aims to respond to pupil referrals within 5 working days.

Once a pupil has been accepted onto the EAL referral programme, the pupil will receive one (or more) of the following interventions:

1. **Additional in-class 1-to-1 EAL support**
2. **In-class small group EAL intervention**
3. **Out-of-class 1-to-1 EAL support**
4. **Out-of-class small group EAL intervention**

The frequency and time allocation offered will differ according to individual requirements.

On occasions, and if requested by the class teacher, The EAL Team will offer the class teacher support by:

- Doing some Team teaching (otherwise known as collaborative teaching) – this will involve the EAL Teacher teaching a segment of a lesson (introduction, plenary etc.) or a specific EAL game/activity within a lesson or groups of lessons.
- Offering guidance to class teachers on how best to support their EAL pupils in class.

In-class EAL support

Before an EAL Teacher supports a pupil (or group of pupils) in class, they will meet with the class teacher and discuss the pupil(s) specific learning requirements.

Relevant Medium Term/Short Term Plans will be shared and discussed so that the EAL Teacher can plan appropriate activities and resources.

Upon entering the classroom, the EAL Teacher will always be prepared. They will:

- Know who they are supporting
- Where to sit
- How best to support the EAL pupil (or group of EAL pupils)
- Know the objective of the lesson
- Have the activities ready to support the child(ren)
- Have prepared the visual cues and prompts required for the lesson

Out-of-class EAL support

Before an EAL Teacher supports a pupil (or group of pupils) out of class, they will meet with the class

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teacher and discuss the pupil(s) specific learning requirements.

Out-of-class support will normally be offered to EAL pupils with little or no English.

The pupil, or group of pupils allocated to this type of support, will follow a specific EAL learning programme. The topic areas, vocabulary Q & A's will be taught to these pupils in the following order:

Topic / Area	Subject-specific vocabulary	Questions & Answers
Name		My name is... What is your name?
Age		I am ... years old How old are you?
Greetings	Hello Goodbye Hi Bye	
Location	Toilet Classroom Teacher Home	The toilet is... My classroom is... Where is... ? Can you tell me where the ...?
Colours	red, blue, black, yellow, green, orange, purple, pink, white	What colour is this? This colour is... I like ... The ... is ...
Numbers 0 – 9		What number is this? This number is... What number comes after/before... What is the biggest/smallest... What are the odd numbers? What are the even numbers? I am ...
Numbers 10 – 20		
Main body parts	legs, arms, tummy, back, shoulders, head, neck, hands, fingers, knees, bottom, feet, toes	What is this? It is a ... They are...
Head / Face parts	eyes, ears, nose, mouth, eyebrows etc.	These are my... This is my ...
Clothes	Trousers, jumper, dress, skirt, shorts,	What is this?

	underwear, socks, etc.	What are these? This is a ... They are ... These are...
Household objects	cooker, sofa/couch, bed, toilet, washing machine etc.	This is a ... What is this...? It is used for ... What do you lie on? What cleans clothes?
School	teacher, pupil, book, pencil, table, classroom etc.	This is a ... What is this...? It is used for ... Who is your teacher? Where do you sit?
2-D Shapes	triangle, square, heart, sides, corners etc.	This is a ... What shape is this? This shape has ... sides
Action words	running, sleeping, eating, crying etc.	What is he/she doing? What are they doing? He/She is ... They are...
Domestic animals	cat, dog, fish, rabbit etc.	What is this? It is a/an... Cats ... Dogs ...
Weather	raining, sunny, wind, hail, snow etc.	The weather is... It is ... What is the weather like? Yesterday is was... Tomorrow is will... Today, it is ...
Basic foods	bread, cheese, milk, eggs	This is ... I like ... I don't like... My favourite food is... My least favourite is ... What food do you like/dislike?
Fruit	oranges, tomatoes, apples, bananas etc.	
Vegetables	carrots, broccoli, peas, sweetcorn etc.	
Fast food	burger, hot dog, fries, pizza etc.	

		What is this?
Wild animals	elephant, bear, giraffe, lion, tiger etc.	What is this? It is a/an...
Gardening	lawnmower, spade/shovel, wheelbarrow, fork etc.	What cuts grass? Which tool ...? What does a ... look like?
Positional words	inside, outside, above, below etc.	What is next to...? What is beside ...?
3-D Shapes	Cube, cuboid, pyramid etc.	This is a ... What shape is this?
Days of the week	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	What day is it today/tomorrow? Today is ... Yesterday was... Tomorrow is...
Times of the day	Morning Afternoon Evening Night	Now it is ... Later it will be ... Earlier it was... My favorite time of day is... What is your favourite time of day?