



# The Duke of York's Royal Military School

## English as an Additional Language (EAL) Policy

**Date of Approval**

08/12/2023

**Approved By**

Col Andy Thorne

**Role**

Chairman of Trustees

**Signed**

<b>Last Reviewed</b>	December 2023
<b>Next Review</b>	December 2024



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## **INTRODUCTION**

The term EAL is used to refer to students where the first language at home is not English. This policy sets out the School's aims, objectives, and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards.

## **AIMS**

The aim of this policy is to ensure that the School meets the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 2000:

- To welcome and value the cultural, linguistic, and educational experiences that students with EAL bring to the School.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English to enable them to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- To assess the skills and needs of students with EAL and to give appropriate provision throughout the School.
- To monitor student progress systematically and use the data in decisions about classroom management and curriculum planning.

## **STRATEGIES**

### School/Class Ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the child's first language; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult.
- Identify the student's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that students with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams will be awarded if appropriate.
- Allow students to use their first language to explore concepts.
- Give newly arrived students time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).

- Group children to ensure that EAL students hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors, and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Ensure that there are effective opportunities for talking and that talking is used to support writing.
- Students are immersed in the language and not withdrawn from lessons.

#### Assessment

- SIMS records identifies students where English is not their first language.
- Half-termly, ensure that recording of attainment and progress is in line with agreed School procedures.
- Non-verbal scores will be taken into account when identifying potential.

#### Access and Support

- All students will follow the full School curriculum. The School will provide texts and resources that suit the students' ages and levels of learning.
- Where appropriate, EAL students will be supported, to enable the student to complete tasks with understanding.

### **ADMISSIONS OFFICER/DATA MANAGER**

#### Responsibilities

Obtains, collates, and distributes to all staff:

- Information on new students with EAL.
- Language(s) spoken at home.

### **PRINCIPAL**

#### Responsibilities

Ensures that:

- Parents and staff are aware of the School's policy on students with EAL.
- Relevant information on students with EAL reaches all staff.

- Training in the planning, teaching, and assessing of EAL learners is available to staff.
- EAL students are discussed and monitored in Departments as a standing item.
- Help sheets for teachers of EAL students are shared with all.
- EAL is co-ordinated via the SEND department.
- Arrange testing where concerns over SEN are raised.
- Give guidance and support to staff within the classroom setting.
- Monitor progress of students with EAL.
- Audit need within the School on a regular basis.

### **CLASS/SUBJECT TEACHER**

#### Responsibilities

- Be knowledgeable about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping.

### **MONITORING AND REVIEW**

This policy will be reviewed by the Vice Principal (Curriculum and Learning) and the Principal on an annual basis.

## Annex A

### TESOL TOP TIPS FOR TEACHERS

TESOL: Teaching English to speakers of other languages, the teaching of English as a second or foreign language.

Use lists of key words and specific vocabulary on the board each lesson. You could also produce learning mats for each unit of work. These laminated mats can include vocabulary, diagrams, pictures, charts, and tables. They should be designed to act as a starting point for written and spoken activities.

Use pictures as a springboard into discussions.

#### Wait Times

ESOL students need more than a second or two to process a question and then to formulate and produce a response.

#### Vocabulary

Teach and practice new words and then recycle them again and again over a period of time. If you recycle new words often enough, the students will remember and be able to use them.

So, if you want to help your students to build up their active vocabularies, remember to recycle new words and phrases sometime after the lesson in which the items first appear. A good rule of thumb is to recycle the items after one day, after one week, after two weeks, after one month and after three months.

Note: Recycling does not have to take up a lot of class time. Each recycling of a set of words may involve just a 5-minute practice activity or exercise or game, perhaps used as an icebreaker at the start of a later lesson.

#### Focus on Consonants

If you omit the vowels from the brief text below it is still perfectly comprehensible:

Why r y lvng nw? Pls snd m yr pstl ddrss whn y hv tm. Wld lk t snd y cpy f bk tht jst bght.

By contrast, the same text with the consonants omitted is impossible to decipher:

ee ae ou ii o? eae e e ou oa ae e ou ae ie. I ou ie o e ou a o o a oo I u ou.

The comprehension of spoken English also depends largely on the recognition of consonant sounds as opposed to vowel sounds. Think of how regional accents work.

When we work on improving students' pronunciation, we should not spend much time on improving the way they produce vowel sounds. Instead, we should focus on helping them to improve their production of consonant sounds.

#### Numbers Count!

When you want students to do some free speaking or some oral practice of a grammar form, you may put them into pairs and tell them either to talk about a topic or about a picture that you've

given them. What will normally happen then is that, although a few pairs talk a lot, most students stop.