

KAMUZU ACADEMY



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Date updated: 25th August 2024

English as an Additional Language (EAL) Policy

Introduction

1. This policy applies to students at Kamuzu Academy and pupils at Kamuzu Academy Primary School (KAPS), who can be identified as not being first language speakers of English.
2. **English as an Additional Language (EAL)** refers to students whose “first language” is not English.
3. **A student’s first language is not English when the student:**
 - a. Has been exposed to a language other than English during early development, and
 - b. Continues to be exposed to this language in the home or in the community
4. **Students and pupils may fit into several categories:**
 - a. Some children will be bilingual from birth, because their parents use two languages
 - b. Some children will speak some English at times, but are not fluent
 - c. Some children will speak conversational English, but are not able to express more complex thoughts
 - d. Some children will be at a much earlier stage of learning English
5. **Learning Support:**

Refers to the individual support which is provided to a student in order to help them make good progress in line with their peers
6. **Learning Support Assistants (LSAs)**

Work under the direction of the DHM(A) and SENCO to support individual students both within and outside the classroom to ensure that their individual needs are met. LSAs work in cooperation and collaboration with subject teachers in the classroom.

Admissions:

- Application Forms for Kamuzu Academy Primary School, Forms 1-4 at Kamuzu Academy and Form 6 at Kamuzu Academy include questions to parents about their child’s first language and their fluency in English, in order to ensure that the school is fully aware of the child’s needs

- Students who do not identify as having English as their first language will not be excluded from the entrance examinations, or be discriminated against in the applications process
- Entrance tests for entry to Forms 1-4 are all conducted in English and students will be expected to reach the appropriate level of performance
- Any offer of a place made may be *conditional* upon satisfactory effort and appropriate level of performance for an agreed period

Assessment

- Parents complete the Application Form in full and answer the questions about the child's first language
- Students at the Academy complete an EAL Survey on entry
- Teaching staff should be active in raising concerns with the DHM(A) about a student's learning needs or progress which may be linked to their EAL status. Teachers have a responsibility to make referrals to the DHM(A) for any students who they are concerned about because they appear not to be making expected progress.
- The DHM(A) will put in place appropriate support for students who have a need which may be linked to their EAL status. EAL Guidance will be issued to staff, to support the individual students' learning and progress.

The Curriculum:

All students are entitled to a broad, balanced curriculum and access to extra-curricular activities. All students should have as much access as possible to the whole curriculum, in order to provide them with an academically successful, broadly educated, independent thinking and self-reliant future.

The curriculum may be modified or adapted where appropriate to better meet the needs of the individual student. Such modifications are made by the DHM(A) following consultation with parents.

Literacy and Library lessons in Forms 1 and 2 are designed to help all students to develop their literacy in English.

Support

- It is a professional responsibility of each member of the teaching staff to ensure that within the classroom, the learning needs of all students are met

- Teaching staff have a responsibility to ensure that the EAL Guidance provided by the DHM(A), is followed wherever possible, in order to ensure that the learning needs of identified EAL students are met.
- The DHM(A), has responsibility to co-ordinate Learning Support for identified students and to prepare Guidance for teachers on how best to support each student.

Types of Support Available

- Schemes of Work which include **differentiation**
- **Guidance and training** for teachers on how to support all students with EAL, as well as an individual's more complex EAL needs
- Use of a range of **suitable texts, learning resources** and **visual aids** to support individual learning
- Emphasis on **group work** undertaking '**stepped**' tasks (with increasing difficulty)
- Regular and **frequent diagnostic testing** and re-testing of knowledge and skills
- Differentiation when designing prep – given that **prep is used to reinforce learning**
- **Peer mentoring** – encouraging students to support learning in others in group work and in prep time (within the prep guidelines)
- **Formal setting by ability** with regular opportunities to move between sets, (e.g., English, Mathematics and Sciences)
- Entering students for appropriate papers at '**core**' and '**extended**' levels at IGCSE
- Reduced number of **Subjects** with Private Study or 1:1 support from an LSA time replacing a subject
- **In class support** from an LSA or Form 6 Volunteer

Contacting the DHM(A)

- The DHM(A) can be contacted by emailing academic@ka.ac.mw

English as an Additional Language Student Survey

We would like to find out about and celebrate all the languages spoken by our students and their families.

Definition of EAL: A student's first language is not English when the student:

- Has been exposed to a language other than English during early development, and
- Continues to be exposed to this language in the home or in the community

Please help us, by answering the questions below:

1. Date of Birth: _____ Gender: **M / F**

2. Is English the only language spoken in your family home?
Yes / No

If **No**: What other language/s are spoken apart from English?

3. Do your parents or guardians mainly communicate with each other in English? **Yes / No**

If **No**: What language(s) do they use?

4. What language(s) do you use with your close family?

5. What languages do you use with your extended family (grandparents, uncles and aunts) or with the people who work in your parent's home?

6. Have you always attended a school where you are taught in English?

Yes / No

If **No**: What language(s) were used?
