

# KHALIL GIBRAN SCHOOL RABAT



## English as an Additional Language (EAL) Policy

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## 1 Introduction and Background

- 1.1 Khalil Gibran School (hereinafter referred as “KGS” or “the School”) is a selective, mixed ability, co-educational school providing the Moroccan International Baccalaureate and British Curriculum pathways for children from 3 years of age to 18 years of age. English, Arabic and French are the languages used as medium of instruction.
- 1.2 Khalil Gibran School (KGS) operates as one school across three sites, united by a shared vision, curriculum framework and commitment to high standards of teaching and learning. All students at KGS are valued equally, and this applies to every aspect of their education — their teaching and learning, achievements, attitudes and wellbeing. We encourage all students to aim for the highest possible standards and we take account of each student’s individual needs and experiences.
- 1.3 English is the language of instruction across the school. In certain contexts, including the Moroccan site, students access elements of the curriculum such as Science in English. This reinforces the importance of secure academic language development to ensure full curriculum access.
- 1.4 Some students require additional support with their acquisition and use of English in order to reach their academic potential. EAL is recognised as a stage of language development, not a deficit.
- 1.5 KGS operates a classroom-first model, where mainstream teaching is the primary site of language acquisition and academic progress. Reintegration into mainstream provision is the default pathway for all EAL learners.

## 2 Objectives

- 2.1 Ensure all EAL students access the full curriculum.
- 2.2 Accelerate academic English acquisition.
- 2.3 Embed a language-rich culture across the school.
- 2.4 Ensure explicit and systematic vocabulary development.
- 2.5 Use assessment and Lexile data to inform provision.
- 2.6 Promote reintegration into mainstream learning as the default pathway.
- 2.7 Align EAL provision with safeguarding and inclusion principles.

### 3 Definition of EAL

- 3.1 An EAL student is a learner requiring additional support to develop English proficiency in order to access the curriculum.
- 3.2 Support may be short-term (new arrivals), medium-term (developing academic language), or longer-term (deep language needs).

### 4 Provision Model

- 4.1 **Mainstream Provision** – All teachers are teachers of language. Teachers must:
  - Explicitly teach Tier 2 and Tier 3 vocabulary.
  - Identify key vocabulary in planning.
  - Display and revisit subject-specific vocabulary.
  - Model academic sentence structures.
  - Scaffold reading and writing tasks.
  - Monitor and check vocabulary books regularly.
- 4.2 **Targeted Support** – May include in-class EAL support, small group intervention, adapted resources and structured reading support. Reviewed termly.
- 4.3 **Intensive Intervention** – Short-term structured withdrawal for significant language gaps. Includes accelerated vocabulary and literacy instruction. Always includes a reintegration plan.

### 5 Reintegration Pathway

- 5.1 **Movement from Intensive → Targeted when:**
  - Functional English improves.
  - Lexile data shows measurable growth.
  - Curriculum attainment indicates emerging access.
  - Teacher judgement confirms increased independence.
- 5.2 **Movement from Targeted → Mainstream when:**
  - Student independently accesses lessons.
  - Vocabulary applied accurately in writing.
  - Reading comprehension approaches age-related expectations.
  - Termly review confirms sustained progress.

5.3 Reintegration decisions are reviewed termly and communicated to parents.

## 6 Language Development and Vocabulary

6.1 **The Four Skills** – Reading, writing, speaking and listening are interdependent and equally valued.

6.2 **Vocabulary Development** – Vocabulary must be explicitly taught, embedded in planning, and revisited through retrieval and application.

- **Primary:** Vocabulary sheets shared half-termly. Parents review vocabulary before units are taught.
- **Secondary:** Teachers must explicitly teach key vocabulary, identify it in planning, develop subject glossaries, and monitor vocabulary books regularly.

## 7 Reading, Library and Literacy Development

7.1 **Library Provision** – Provides Lexile-banded texts, graded readers, dyslexia-friendly materials, and academic preparation texts.

7.2 **ReadTheory** – Used to strengthen comprehension, develop vocabulary and track reading growth.

7.3 **Lexile Tracking** – Used for EAL students to monitor progress, inform intervention and evaluate reintegration readiness. Data triangulated with curriculum attainment and teacher judgement.

## 8 Assessment and Monitoring

8.1 **Admissions Assessment Pack** – Includes English baseline, reading assessment (including Lexile), review of prior reports and professional judgement.

8.2 **Termly Review** – EAL attainment and progress reviewed termly using curriculum data, teacher assessment and reading data.

8.3 Provision is adjusted where progress is limited.

## 9 Collaboration with SENCo

- 9.1 Head of EAL works closely with SENCo to distinguish language acquisition from SEN.
- 9.2 Joint case reviews conducted where profiles overlap.
- 9.3 Intervention strategies aligned and monitored.

## 10 Inclusion and Safeguarding

- 10.1 EAL provision aligns with Safeguarding and Inclusion policies.
- 10.2 Language barriers must not compromise safeguarding.
- 10.3 Communication with families must be clear and accessible.
- 10.4 EAL needs must not be misidentified as SEN.

## 11 Responsibilities

- 11.1 **Head of EAL** – Strategic leadership, termly review oversight, reintegration monitoring, reporting to SLT.
- 11.2 **Middle Leaders** – Embed vocabulary in curriculum design and monitor language progression.
- 11.3 **Teachers** – Deliver language-rich lessons, explicitly teach vocabulary, monitor vocabulary books and track EAL progress.
- 11.4 **Parents** – Support reading at home, review half-term vocabulary (Primary), maintain communication, support mother tongue development.

## 12 Policy Review

- 12.1 This policy is reviewed annually to reflect school priorities and evolving EAL needs.

## Appendix A: Key Terms and Definitions

### **English as an Additional Language (EAL)**

Refers to students who require additional support to develop English proficiency in order to access the curriculum.

### **Mainstream Provision**

The default model of support where students access lessons within the mainstream classroom, supported through high-quality adaptive teaching and explicit language instruction.

### **Targeted Support**

Short-term, focused support delivered in class or in small groups to address specific language needs. Reviewed termly.

### **Intensive Intervention**

Time-bound, structured language support for students with significant language gaps. Includes a clear reintegration plan and is reviewed termly.

### **Reintegration**

The process by which a student transitions from Intensive or Targeted support back into full Mainstream provision, based on evidence of sustained progress.

### **Tier 2 Vocabulary**

High-frequency academic words used across subjects (e.g., analyse, evaluate, justify).

### **Tier 3 Vocabulary**

Subject-specific terminology required to access particular disciplines (e.g., photosynthesis, tectonic plates).

### **Lexile Measure**

A reading metric used to indicate a student's reading ability and match them to appropriately challenging texts. Used to monitor reading progress and inform intervention.

### **ReadTheory**

An adaptive online reading programme used to develop comprehension skills and track reading progress over time.

### **Four Skills**

The interconnected development of reading, writing, speaking and listening.

### **Academic Language**

The formal language required for success in school, including subject-specific vocabulary, complex sentence structures and analytical writing.