



## **EAL POLICY (ENGLISH AS AN ADDITIONAL LANGUAGE)**

This policy sets out the aims and objectives of assisting students for whom English is an additional language at RGS Senior and Prep School.

The government defines EAL learners as follows:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

RGS has a number of pupils on roll who are exposed to a different language at home. In practice, for nearly all of these pupils English is their dominant language; if this is not the case, their level of fluency in English is generally such that they do not require specific intervention by the school. RGS aims to promote equality of opportunity for all learners for whom English is an additional Language (EAL) and to deliver a broad, balanced curriculum which reflects the needs of these children. These aims are in line with the school's ethos of promoting inclusivity and tolerance, the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer.

### Admissions to Senior School

EAL applicants are subject to the same admissions procedures as other applicants. Pupils take our 11+ examinations. EAL applicants sit all the same assessments as other candidates, that is all four ISEB Common Pre-Tests: English, Verbal Reasoning, Non Verbal Reasoning and Mathematics, as well as our English Composition task. Those with EAL needs identified on the application form or via their current school should be made known to the school in advance, particularly in relation to their performance in the English paper. Second interviews may also be given to pupils in this category. Access Arrangements, such as allowing the use of a bilingual dictionary, may be made, under certain circumstances. This policy supports the School in meeting its duties under the Equality Act 2010.

### Provision

The School recognises that the needs of EAL students may change throughout their time at the school. Whilst some EAL students may need more structured support following admission to the school, other EAL students may not require any language support. Occasionally EAL needs may become more apparent higher up in the School, as the difficulty of the English met in various subjects may challenge a student's fluency and proficiency.

- All parents are asked to complete an EAL form upon entry to the school to determine which languages are spoken at home.
- This information is added to SchoolBase where it is accessible to all staff.

- The School considers that all teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL Students.

Where necessary students with EAL are supported by:

- EAL students working at Stage A are 'buddied up' in lessons.
- Use of IT to support language acquisition and development.
- Language-enriched teaching.
- Additional support which can include small group intervention or 1:1 support.

In Prep, pupils are encouraged to attend Lates Homework Club where they can receive assistance. In Senior school, students are encouraged to attend subject support sessions.

### Identification

Additional languages spoken by pupils should be brought to the school's attention during the admission process. However, if concerns are raised that a pupil is experiencing difficulties with learning related to EAL needs this will be raised with the Head of Learning Support.

An EAL student is a student who has English as an additional language. This includes students who are fully bilingual and all those at different stages of language acquisition. Our EAL pupils may be:

- New Arrivals (from a foreign country and school)
- New Arrivals (from a foreign country but an English-speaking school)
- Born abroad (but moved to England at some point in their childhood)
- Born in the UK (but their family do not have English as their first language)

Within RGS School, the following EAL stages are used:

- A = New to English
- B = Early Acquisition
- C = Developing Competency
- D = Competent in English
- E = Fluent in English
- N = Not yet assessed

### EAL in Context

The EAL register at the RGS School is a live document, updated as students arrive. We have students from a range of countries and the celebration of this diverse student population is embedded throughout the school.

### Assessment

In order to decide which EAL stage is most appropriate for each EAL student, assessments can be made through a variety of methods:

- An analysis of the initial identification information from parents / guardians and previous schools
- Entrance paper
- Work sampling
- Staff comments and observations
- Input from pupils themselves

Students will then be assigned an appropriate EAL stage (A-E) and this information will be recorded onto the EAL register. Staff will be able to access all relevant information. Using this information, decisions will be made on the most appropriate provisions for individual students.

The RGS recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during initial assessments or observations, EAL students will have equal access to school SEN provision, in addition to EAL.

The school maintains a register of pupils who have EAL and updates this annually. This is shared with all staff along with any additional information on the students' learning needs and how they might be met in the classroom.

## Appendix 1 – Code descriptions

### English proficiency

**A: New to English:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**B: Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**C: Developing competence:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**D: Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

**E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

**N: Not Yet Assessed** is also available for use where the school has not yet had time to assess proficiency.

**Reviewed by:** Assistant Head (T&L) / Head of Learning Support (Prep and Senior)

**Date of review:** June 2024

**Date of next review:** Trinity 2025