



# ST EDMUND'S SCHOOL

CANTERBURY

## Policy for the Teaching of English as an Additional language (EAL)

### 1. Context

St Edmund's School is committed to ensuring that no pupil is discriminated against on the grounds of race, nationality or ethnic origin, and that reasonable adjustments are made to support all learners in accessing the curriculum. We recognise our duties under the Education Act 1996 and the Education (Independent School Standards) Regulations 2014, which require independent schools to ensure that teaching enables pupils to acquire new knowledge and make good progress according to their ability, regardless of their linguistic background. We are committed to meeting the requirements set out in the Early Years Foundation Stage (EYFS) Statutory Framework (particularly paragraphs 1.14 and 1.15), which emphasise that providers must have arrangements in place to support children with English as an Additional Language (EAL), taking reasonable steps to provide opportunities for children to develop and use their home language in play and learning, and ensuring parents and/or carers are supported in helping their children achieve the early learning goals. This EAL policy reflects best practice guidance from the Department for Education and the Independent Schools Inspectorate (ISI) framework, which recognises that proficiency in English is essential to accessing the curriculum and achieving academic success, while also valuing the linguistic and cultural diversity that EAL pupils bring to our school community.

St Edmund's aims to provide the best possible academic framework to allow all pupils to access to the curriculum whatever their ability, race, gender or individual needs. We promote the following values:

- Each other – We recognise our responsibility to create a caring and supportive community. So, we show kindness, respect and empathy for other people, prioritise the nurturing ethos of a family and community-orientated school, and have strong pastoral systems and policies
- Intellectual Curiosity & Creativity – We love learning and seek to foster creative, critical and lateral thinking. So, we provide an outstanding holistic education and realise the academic potential of each individual through inspirational teaching. We go beyond the curriculum, encourage individual research and cross-curricular approaches, develop self-study skills and reflect on our learning.
- Excellence – We commit to being the best we can possibly be in all things. So, we foster a positive culture that celebrates achievement, we set high standards and encourage individual endeavour, and we accept that taking risks and making mistakes are valuable parts of learning.
- Individuality – We recognise that everyone is different and has unique needs, strengths and aspirations, and we promote equality of opportunity. So, we provide wide-ranging opportunities for moral and social, spiritual and cultural and creative and physical development. We encourage and support every pupil to “be all they can be”. We actively promote social mobility and inclusion and do not tolerate racism or any form of prejudice
- Social responsibility – We promote the idea that individuals must contribute to the greater good of society. We understand that we live in an inter-connected world where our actions can have profound

consequences for others. We provide rich opportunities to develop personal resilience, leadership and communication skills. We emphasise the importance of teamwork and empathy

## **2. Definitions**

**Bilingual learners** - Bilingual learners come from a range of ethnic and cultural backgrounds, and their ability to function in English at an appropriate initial level is assessed prior to acceptance in the school. The nationality of all bilingual learners is indicated to teachers via the flag on their class register on ISAMs.

**EAL learners** - Pupils who are studying for an EAL qualification (see Curriculum Map) and/or who have been identified as requiring additional support to make progress in the curriculum receive EAL teaching, are known to the EAL Coordinator and are recorded on the school's EAL register. In EYFS and Key Stages 1-5, EAL status is indicated to teachers via the blue star on their class register on ISAMs. Via the ISAMs class register, the EAL coordinator provides class teachers with personalised information and suggested teaching strategies for each EAL pupil. In Key Stage 1 and EYFS, EAL status is indicated to teachers via class provision maps.

## **3. Aims**

- a) To ensure that every child/young person feels comfortable and confident in their surroundings and participate fully in all the areas associated with school life.
- b) To value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils
- c) To enable EAL pupils to become confident and fluent in English speaking and listening, reading and writing so that they can fulfil their academic potential and make appropriate progress
- d) To ensure that every child has the language skills and confidence to integrate as fully as possible in the curriculum, ideally reaching a stage where they no longer need the support of the EAL department

## **4. How we do this**

- All EAL pupils in Pre-Prep and Junior School are assessed upon entry to establish their level of English and support needed. Within Key Stages 1, when the possibility of a child needing additional support is identified it is discussed with parents and our SENCo, who will then make an EAL referral.
- In EYFS and Key Stage 1 teachers ensure that:
  - EAL learners participate fully in the EYFS and KS1 curriculum.
  - Tasks are differentiated by outcome, support, and language demand.
  - Teachers adapt questioning to allow pupils to demonstrate understanding non-verbally or with minimal language.
  - Regular opportunities are provided for storytelling, singing, and structured play to develop vocabulary.
  - Visual aids, gestures, modelling, and practical experiences support understanding.
  - New vocabulary is explicitly taught and revisited.
  - Opportunities for paired talk, group work, and role-play are embedded.
  - Classroom displays support communication (visual timetables, labelled resources, key words).
  - Instructions are clear, chunked, and supported with visuals.
  - Children are supported through

- Use of sentence stems and language frames.
- Recasting pupils' language to model accurate English.
- Pre-teaching and revisiting key vocabulary.
- Within Key Stages 1, when the possibility of a child needing additional support is identified it is discussed with parents and our SENCo, who will then make an EAL referral. Children are then supported through small-group or 1:1 language development session focusing on listening, speaking, phonics, and early literacy.
- Within Key Stage 2 and 3, EAL lessons usually take place to coincide with an MFL lesson. In some cases, where a higher level of support is required, lessons may take place during English lesson periods.
- All pupils in the fifth forms (L5, M5 and U5) for whom English is not their native language are directed to EAL lessons during the teaching block devoted to Modern Foreign Languages. This provides 5 lessons over the two-week timetable for M5 and U5, delivered in a group context, in which English is studied formally. L5 pupils may choose to study EAL in different blocks depending on their level of need. There is a charge for this additional support.
- The requirement to take additional EAL lessons may be waived for those pupils who are confidently expected to gain a grade 7 or above in English at GCSE, this being the standard exemption made for university entrance.
- Sixth Form pupils whose language skills fall below those expected from IELTS for entry to British Universities are directed towards individual or small-group EAL lessons on an individual basis to coincide with their study periods. Again, additional charges apply. They are expected to sit IELTS examinations. At the pupil's request, formal lessons may be discontinued once the appropriate IELTS standard has been reached.
- In addition to the Exams mentioned above, pupils from Year 7 – 12 have the opportunity to prepare for and take one of the Cambridge English qualifications. These exams support pupils to develop their language skills and further improve their English. The exams also help to motivate pupils by giving them recognised goals to aim for and take pride in their achievements.
- It is expected that during the school's working day, pupils should use English as their medium of communication at all times. Out of school hours, the use of English is encouraged but not formally enforced.
- All classroom teachers are expected to be aware of the challenges facing pupils working in English as a second or third language, and to differentiate their teaching accordingly.
- All children are asked to bring a dictionary with their own native language to English translation and encouraged to use this on a regular basis.
- We recognise that pupils with English as an additional language may need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate.

### **3. Principles**

We believe that...

- English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the beginning
- All teachers will be responsible for building strategies into their planning to support the language development of EAL pupils and will differentiate lessons appropriately, seeking or receiving advice from the EAL teacher as necessary

- Access to learning requires attention to words and meanings specific to each curriculum area. Meanings and understanding cannot be assumed but must be made explicit
- Accurate information on pupils' needs, attainment and progress should be maintained in an accessible and manageable form
- Learning an additional language is not to be confused with having learning difficulties
- To be aware that just because pupils have become proficient in the social forms of English, this does not mean that they no longer require support in specific subject based or technical language
- A named person will be responsible for EAL throughout the school

#### **4. The EAL Co-ordinator**

Mrs T Donnelly, CELTA (Cambridge)

Roles and Responsibilities:

To...

- oversee placement testing of new pupils, including marking entrance papers
- liaise with class teachers to identify and support EAL pupils in both Senior and Junior Schools
- provide individual EAL support and teaching in basic language skills to those pupils whose knowledge of English is extremely limited
- give advice and recommendations to subject teachers if the pupil requires specific support in their subject (see Appendix 2)
- monitor standards of teaching and learning of EAL pupils
- maintain the school's EAL register, including provision of EAL support strategies on ISAMs
- be responsible for assessment, tracking of progress and setting of targets for improvement purposes
- write reports and ARCs for both Senior School and Junior School pupils.
- identify EAL pupils with Unique Abilities and Exceptional Talents (UAT)
- manage resource materials to ensure sufficiency and adequacy
- identify the level and competence of new pupils and to place them in appropriate groups to support their language development
- allow the pupils preparing for exams to provide progress evaluations which can then be used to inform planning
- identify and support underachieving EAL learners with after school revision sessions and clinics.
- work with EAL pupil families to ensure they are kept well-informed

#### **5. Assessment and Marking**

- In Junior School, progress is assessed on an ongoing basis (see Appendix 1: Curriculum Map).
- In the Fifth Form, progress is assessed on an ongoing basis through the regular checking of pupils' grammar work and by the production of a free written exercise at the end of a unit.
- Written work is assessed according to the exam board's marking criteria.
- Upper Fifth pupils are given practice test papers in the Lent and Summer terms.
- Sixth Form IELTS pupils are assessed using practice tests and exam tasks on a termly basis.
- Pupils are expected to self-correct their free and guided writing and if work is deemed unsatisfactory, it should be rewritten.
- Oral feedback is given on prep and on classwork.

- Written feedback should include positive comments along with constructive advice on how to improve grades.
- Records of assessments are kept in the class teacher's planner and in a shared online document.
- All pupils' work is kept in their individual folders in the department for teachers to monitor or in their exercise books.

Marking is seen by the EAL Dept as a primary vehicle for assessing:

- ⤴ Pupil's progress and attainment
- ⤴ Teacher's success in explaining a particular concept
- ⤴ Overall progress of a year group

In addition, it is an opportunity to engage individually with pupils, monitor their work and progress and continually assess the effectiveness of the learning. It is essential to identify weaknesses and shortcomings and adopt strategies for overcoming and correcting them.

Pupils are encouraged to self-correct and monitor their own work, under guidance and direction from teachers. Symbols and abbreviations are employed to draw pupils' attention to errors. These are outlined in the marking symbols table.

## **6. EAL lesson charges**

Within Key Stages 2-5, EAL tuition carries an extra charge.

In Junior School, pupils who receive EAL tuition are charged £500 per term.

In Senior School, tuition is charged as followed:

Individual (per hour) £80.28

Class of 2 (per hour) £46.94

Class of 3 (per hour) £35.85

Class of 4 (per hour) £30.46

GCSE examination fees and Cambridge English exam fees are charged additionally.

## **7. Dual exceptionality: Unique Abilities and Exceptional Talents (UAT)**

The cognitive challenge for EAL pupils must remain appropriately high and not be reduced because the English language demand has been reduced. EAL learners' conceptual thinking is frequently far in advance of their ability to speak English.

Continuous assessment enables staff to identify those pupils who are potentially gifted and talented. When considering provision for these pupils, it is important to set targets that are suitably ambitious yet achievable that can drive progress. All staff must be involved in creating a climate where success is valued and pupils are able to develop their abilities and talents by providing a differentiated and challenging curriculum.

## **8. Learning Support**

EAL learners have two main tasks in the learning context; they need to learn English and they need to learn the content of the curriculum. EAL pedagogy is about using strategies to meet both the language and the learning needs of pupils in a wide range of teaching contexts. The distinctiveness of planning for EAL pupils comes from the type of breadth of strategies which build upon their prior knowledge and language acquisition demands. This creates a dual focus on content and language demands.

TD/AEB/EOC Sept 2025

Review due: Sept 2026

## Appendix 1: Curriculum Map

Year Group	Content (coursebook)	Skills	Timetabling	Assessments process
Junior School (LS)	Family & Friends primary series. Builds learners' confidence and lay foundations for future success in English.	Phonics programme, skills training and language syllabus with comprehensive testing material and civic education.	Set according to need. Typically 1 – 4 lessons each week.	Review content at the end of each unit. Regular revision units provide practice.
Junior (US)	English Plus series /Macmillan Beyond 5 level course. Covers all skills, plus options section extends to CLIL and culture.	Each unit has two vocabulary sections, two or more grammar presentations and two listening and reading sections. Curriculum extra to assist with cross curricular subject areas.	Set according to need. Typically 1 – 4 lessons each week.	End of unit tests at three levels to allow for differentiation. End of term and end of year tests are also included. Progress tests are set each term.
L5	Macmillan Beyond 6 level course. Comprehensive coverage of skills through the incremental and cumulative development of subskills.	Language is recycled and reviewed, allowing students to assess and consolidate their progress. Life skills topics dedicated to developing life skills. Students are encouraged to work independently in a variety of ways to create learner autonomy.	3 lessons over 2-week timetable. Weekly clinic.	Unit reviews allow pupils to check and assess their own progress in vocab and grammar. At the end of two units there is a progress check that allow for reflection. Progress tests are set each term.
M5	Pearson Edexcel iGCSE (9-1) English as a Second Language. Coursebook used alongside Active Book and Macmillan Beyond coursebook. 8 themed modules. Equal focus on four skills and the interplay between them helps reinforce grammar and	Springboard units at the start of each module. Texts include exam skills, culture points, key language boxes, pronunciation boxes and grammar blocks. Exam practice at the end of each unit. Coursebook is supplemented with Macmillan Beyond at relevant level to provide extra language review consolidation.	6 lessons over two-week timetable. Weekly clinic.	Exam practice and exam skills at the end of each unit provide good review material for progress checking. Progress tests are set each term.

	vocabulary in context.			
U5	Pearson Edexcel iGCSE English as a Second Language. See above.	See above.	5 lessons over two-week period.	Exam practice and exam skills at the end of each unit provide good review material for progress checking. Progress tests are set each term. Mock exam taken in January.
L6	Ready for IELTS. (used alongside Trainer for IELTS) A course which is designed to help pupils prepare for the IELTS Academic exam. The IELTS exam consists of four tests: Listening, Academic Reading, Academic Writing and Speaking.	As well as providing thorough practice in reading, writing, listening and speaking, each unit includes one or more language focus sections which allows pupils to analyse the main grammar areas, alongside vocabulary and word building sections.	1 lesson each week.	Each unit contains a two page review of the unit. A workbook provides additional practice skills tests. Progress tests are set each term.
U6	As Above. IELTS Trainer Academic.	Exam technique step by step tuition. Top Tips to gain highest possible scores. Timed practice.	1 lesson each week.	Practice papers (timed). Speaking test practice. Reading, Writing, Listening and Speaking practice tests. Progress tests are set each term.
Year 7 – Year 13	Cambridge English Exams. Level A2 – C1.	Exams are based on authentic situations and test all four skills: Reading, writing, speaking, listening.	Preparation takes place in lessons and/or in preparation clinics.	Initial diagnostic to determine appropriate level followed by practice papers to prepare for exam in May.

## **Appendix 2:**

### **Suggestions for Teaching and Learning of EAL pupils**

- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Demonstrate how speaking and writing in English are structured for different purposes across a range of subjects. In particular, ensure that pupils are aware of the differences between conversational and academic English.
- Provide a range of reading materials that highlight the different ways in which English is used
- Ensure that there are effective opportunities for pupils to practise the learning objective using controlled and free practice.
- Build on pupils' experience of language at home/in boarding and in the wider community so that their developing uses of English and other languages support one another.
- Ensure that there is a range of differentiation strategies to engage, motivate and accelerate progress for both new arrivals as well as long standing pupils.
- Classroom displays should reflect and support the continuing learning process
- Include lesson content which covers British values to increase and encourage better cultural awareness and integration.