STAHS
PREP SENIOR SIXTH

English as an Additional Language (EAL)

Teaching, Learning & Assessment Policy
Related Document

June 2026

THINK BEYOND

STAHS
PREP SENIOR SIXTH

P06: TEACHING, LEARNING AND ASSESSMENT POLICY (Related Document)

English as an Additional Language (EAL)

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INTRODUCTION

The School believes that every child should have equal rights to be included in our educational setting as a valued, responsible and equal member of our learning community. The School is committed to providing equal access for all pupils to the broad curriculum to which they are entitled; within a supportive caring community, encouraging each child to achieve her personal best and develop into an independent individual who has deep respect for others, and is fully prepared to take her next step in her education with enthusiasm and confidence.

OBJECTIVES

1. To ensure that we meet the full range of needs of those children for whom English is an additional language. This is in line with the requirements of the Equality Act 2010.
2. To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
3. To support the pupil's acquisition of English academically and socially to ensure rapid and full integration into all aspects of mainstream school and achieve their academic potential.
4. To encourage and enable parental support in improving children's attainment.
5. To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
6. To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
7. To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
8. To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

DEFINITION OF EAL

English as an additional language (EAL) refers to learners whose first language is not English. They may be capable of speaking English and, indeed writing in English, but, as English was not their first language, it is an additional language.

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

If any learner fits the above description they have EAL even if they say English is their 'best' language.

STAGES OF EAL SUPPORT

Assessment

When a pupil joins STAHS, information is gathered about them in a variety of ways which can include:

- School Registration form identifies pupils where English is a second language, in particular the 'Language(s) spoken at home.'
- Initial evidence of need from baseline assessment and/or screening tests administered in Year 7.
- Ongoing recording of attainment and progress in line with agreed school procedures.

The level of a pupil's English is assessed through a variety of methods prior to an offer being made, including through a written communication task in our 11+ admissions process, oral interviews and reports from the pupil's previous school.

If a need is identified, further literacy screening tests may be administered.

Strategies

We aim for all pupils to follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning. EAL support will be given within the class wherever possible. Strategies to support EAL pupils can include:

- Classrooms that are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognising the child's mother tongue, and the potential to become a bilingual adult; boosting the child's self-esteem.
- Identifying the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- Recognising that pupils with EAL may need more time to process and answer both orally and in written format.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

EAL RESPONSIBILITIES

We are committed to ensuring that all children achieve their full potential during their time at STAHS. The values outlined in the Objectives section underpin our work with EAL pupils, and the responsibilities outlined here are designed to make clear how all pupils can be supported.

SENCO/Head of Learning Support

- Oversee initial assessment of pupils' standard of English as necessary.
- Give guidance and support to teaching staff with target setting and planning appropriate work.
- Provide a pupil learning profile with targets where appropriate.
- Communicate and work collaboratively with parents, pupil, Academic and Pastoral staff.
- Report to the Deputy Head Academic on the effectiveness of the above and the progress of pupils.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with class teacher(s).
- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively to advise teachers in curriculum planning, classroom teaching, use of resources and pupil grouping.

Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality adaptive teaching, taking the needs of individual pupils into account, is the first step in responding to pupils who have, or may have EAL.

Pastoral Team

The Pastoral Team, including the Heads of Year and Tutors in the Senior School and the Form Teachers and pastoral staff at the Prep School are key to information gathering and liaising with outside agencies as necessary.

Parents

The School will liaise with parents in order to encourage them to have an active role in their child's education. Parents play a key role in enabling pupils to reach their potential. Parents are invited to attend parents' evenings and additional individual meetings as and when appropriate. They are also expected to inform the School of any relevant, essential information pertaining to their child's English language skills or indeed any factors that could affect this

Pupils

Pupils are also encouraged to take responsibility for their own progress, attending support sessions as required and being fully involved with interventions.