



# St Paul's School

FOUNDED 1509

## SPS/SPJ ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to the Director of Operations: [OpsDir@stpaulsschool.org.uk](mailto:OpsDir@stpaulsschool.org.uk)**

### Rationale

The school is committed to making adequate provision for the teaching and learning of pupils for whom English is an additional language. St Paul's currently has a number of pupils for whom English is not necessarily the primary language spoken at home. The rigorous screening and entry process seeks to admit only those pupils whose language skills enable them to meet the required academic standards. These will generally be pupils at stage 3-4 (QCA Descriptors). Although the majority of pupils on the EAL list fall within the stage 4 category, the occasional candidate at stage 3 will require additional support with a specialist Learning Support teacher.

### *Stage 3*

*At this stage pupils will appear to be native speakers on the surface and most will have been born in the UK. They will speak on a par with their monolingual peers and will be confident in their oral communication in most situations. Reading and decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently with ease. Students will need support to read for underlying meaning and to understand texts in which grammatical structures are particularly complex. There may be a significant difference between a student's oral performance in class and their written work.*

### *Stage 4*

*Stage 4 students are very confident speakers who for the most part no longer qualify for EAL support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and nuance and may not understand cultural references. In addition, there may be residual issues in their written work.*

## **Admissions**

At 7+ and 8+ entry parents are given a form which details their son's linguistic ability. A distinction is made between being bilingual and speaking a language other than English at home as the pupil's primary language. Those pupils who have a first language which is not English are monitored on entry by the Head of Learning Support (SPJ) and Form teacher. The Head of Learning Support may work with the pupil if it is felt that there is an EAL issue.

At 11+ entry parents are given the same EAL information form. Any pupil whose first language is not English would be closely monitored by teachers and flagged to the Head of Learning Support if there were any concerns.

At 13+ entry, parents are given the same EAL information form. Pupils are deemed, through the process of interview, together with reports from the pupil's preparatory school, of sufficient competence in their English language to fully access the curriculum. Those pupils who have a first language which is not English are monitored on entry by Head of Learning Support (SPS). The Head of Learning Support/other specialist LS teacher within the LS Department may work with the pupil if it is felt that there is an EAL issue.

At 16+ entry pupils with EAL who have joined the UK education system within the past 12 months or who are being educated abroad sit the UKiset and are required to achieve a C1 or C2 grade before being considered/IELTS academic route Level 7.5. All assessed pupils, regardless of their EAL background, sit the same exams. These are then screened by the specialist teachers in whose

subjects they are applying in order to ascertain their suitability for their subject. Teachers will consider the exam result in conjunction with performance at interview when deciding whether a pupil is able to sustain the pace of the Eighth Form.

Having a home language other than English is not considered a difficulty in itself, although the School recognises that a pupil with EAL may also have a special educational need or specific learning difficulty. St Paul's tasks the Learning Support Department to oversee EAL. The School will measure and monitor the acquisition of English as an additional language, via standard whole school baseline testing, screening tests in the Fourth Form, and internal exam results to identify possible candidates. Subsequent referrals may come from Undermasters, tutors and HODs.

### **Strategies**

- Develop awareness of inference and nuance
- Employ a more sophisticated writing style to support advanced essay work
- Highlight, read and discuss areas of text that have difficult grammatical structures and complex vocabulary, such as required at International English Language Testing level.

Our aim is that all pupils should be able to fully access both internal and external assessments. They should be able to use English confidently and competently and build on the knowledge they may have of other languages and cultures in so doing.