

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (305)

### AIMS

- To ensure that girls with EAL have access to a broad, balanced and relevant curriculum
- To assist girls with EAL to achieve their potential both in the classroom and through additional EAL support where appropriate
- To involve parents of girls with EAL in decisions involving their daughter
- To ensure that girls use English confidently and competently

### PROCEDURES

Girls may require additional resources and differentiation in order to ensure progress. However, they should be integrated as fully as possible, both socially and educationally into the life of the school, and on the whole their needs should be met within the classroom environment. Whilst we enjoy having a variety of languages spoken around school during the girls' free time, we encourage our EAL girls to practise their English as much as possible during lessons.

### Responsibilities

The EAL Co-ordinator/teacher is Mrs Arleta Drewniak-Davis.

### Role of the EAL Co-ordinator

- Organise EAL lessons and EAL in class support
- Provide information on all girls with EAL to all members of staff who may be involved with them.
- Help classroom teachers make provision, through normal classroom differentiation and support, for girls with EAL
- Liaise with parents at all stages and involve them in decision making
- Seek and respond to the views of the girls themselves at all stages
- Ensure that suitable examination arrangements are made in conjunction with the Examinations Officer as and when necessary.
- Liaise with the Admissions Officer regarding entrance examination procedures, advising on appropriate tests where necessary
- Organise external EAL Examinations as appropriate!

### Identification and Assessment

EAL needs are usually identified during the admissions process. Assessment of English proficiency includes the Sutton High English entrance examination, the Oxford University Press (OUP) Online Placement Test, an informal speaking assessment, and a writing task. The combined outcomes of these assessments establish the student's initial proficiency band in English, which then informs the level of support required and allocated.

### Records

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All staff have access to the necessary information for pupils on the ALN Register. The register and Pupil Learning Plans are available to staff in the common area under ALN and on SIMS.

Staff are expected to have examined these records for pupils whom they teach and implement the recommended strategies in the classroom. They should have brief notes for girls which they teach so that they can comment on progress at regular intervals.

## **Provision**

This takes three forms:

- Differentiated learning opportunities (which may include a modified curriculum) and regular and frequent monitoring of the girl's progress by the class teacher and EAL Coordinator, through the school reporting system
- EAL support during small group withdrawal lessons according to need
- In class EAL support where appropriate
- Pastoral support for girls with English as an Additional Language, through regular meetings with the EAL Coordinator, Form Tutor and Head of Year
- Opportunities for girls to share and celebrate their own culture/language within school, e.g. as part of our annual Languages Week, where EAL girls tutor other students in learning their language

## **Timetabling**

When EAL support is required in Years 7–9, priority is given to ensuring that all students can access the core curriculum. The range of additional subjects studied will depend on each student's level of English, and in some cases withdrawal from language-intensive subjects such as History or Religious Studies may be arranged to provide timetabled EAL support. For pupils at an early stage of language acquisition, an intensive block of EAL lessons may be necessary, with the curriculum gradually broadened as proficiency improves. Students are able to return to any subjects paused once additional support is no longer required. Progress is reviewed regularly and always in consultation with pupils and parents, with decisions informed by the advice of the EAL Coordinator, subject staff, and individual preferences and strengths.

If support is needed in Years 10 and 11 this will usually be provided through the IGCSE English as a Second Language course or if the English department feel that achieving a pass at GCSE is possible, some in class support or additional lunch time sessions may be provided.

## **Courses**

Girls who have EAL support in Years 7, 8 and 9 will be expected to work through a bespoke course, linked to the Cambridge English as a Second Language Qualifications. At the end of Year 9 girls' English ability will be assessed by the English department and EAL coordinator, and a decision made as to whether GCSE English Language course is appropriate or whether they should follow the IGCSE English as a Second Language course.

Where possible and appropriate, the school will provide opportunities for EAL pupils to take an additional GCSE examination in their home/first language.

Girls arriving in the Sixth form without GCSE English would be encouraged to take IELTS /Cambridge English Examinations B2 First or C1 Advanced before University Entrance.

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## Examination Procedures

It is the school's policy that girls should be enabled to demonstrate what they know in tests and exams. For internal exams, in Years 7/8/9 decisions about extra time and dictionary use will be based according to pupils' individual needs as established by the EAL Coordinator and SENCo. For public exams, access arrangements will be made according to the JCQ regulations.

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