



King Edward's

WITLEY

EAL Policy 2025-2026

Introduction

“United by Diversity since 1553”, King Edward’s School welcomes pupils from all backgrounds and geographies and provides an environment to thrive and achieve, greatly enriching the lives of our whole community. The school seeks to ensure pupils experience an inclusive school life and aims to provide them with the skills to become confident young people and well equipped for life beyond school by:

- Supporting and enriching learning at all academic levels and inspiring intellectual adventure.
- Enabling all pupils to develop personally and flourish in a globally connected world.
- Delivering outstanding pastoral care to all our pupils.

The EAL policy provides focus on those who are from an international background and the majority of whom are non-native English speakers, multi-lingual and are learners of English as an Additional Language. English as an Additional Language (EAL) is not a special educational need but is recognised as a separate need which is included under the broader remit of inclusion.

The policy expresses the aims, policies and procedures of the EAL Department at King Edward’s School, Witley and is written with reference to The Equality Act 2010, the Equalities and Human Rights Commission Guidelines and the policies of inclusion in The SEND Code of Practice 2014. It should be read alongside the school’s policies on Curriculum, Teaching and Learning, SEND, Inclusion, Admissions, Disability, Equal Opportunities and Anti-bullying.

Aims

The aims of the EAL Department are in line with those of the school; to develop independent learning and stimulate intellectual curiosity. The school has provision for teaching and learning of EAL pupils within the subject classroom in order for EAL pupils to be able to fully access the curriculum. Teaching and support staff play a crucial role in modelling uses of language within their subjects and classrooms.

Early identification, support and continuous review for those pupils who have been identified with EAL needs enables them to reach their full potential as learners and are able to embrace an inclusive experience in the life of the school. The school and the department aim to identify pupils requiring specific EAL support at the earliest opportunity and additional EAL support is provided by small group lessons and/or one to one lessons.

The EAL Department fully understands the challenges of culture shock faced by individuals from different countries and cultural backgrounds. We recognise the sense of disorientation that can arise when encountering an unfamiliar culture and language with contributing factors including weather, food, unfamiliar routines, homesickness and often a combination of these. The department is committed to creating a supportive and inclusive environment and workplace to help ease this transition.

The EAL Department provides support for:

- Pupils with EAL needs.
- Pupils who do not need EAL input but require exam preparation for an English Language proficiency test for student visa or university purposes (IELTS).
- Pupils with EAL and SEND needs, in collaboration with the Learning Support Department.
- International pupils who are adapting to a new country and culture.
- New staff members who have relocated from another country and who may or may not have English as their first language, ensuring they feel welcomed and fully integrated into school life while transitioning to a new country and a different cultural workplace.

Department and Staffing

The department is responsible for the provision of EAL support which includes teaching, assessing and monitoring international pupils, liaising with staff across all departments including admissions and careers, organising external EAL examinations, and offering pastoral support. This is overseen by qualified specialist EAL Subject Coordinators, who report to the Head of Inclusive Learning (SENDCo).

The EAL pupil timetable is flexible which enables pupils to choose subjects that are less dependent on a high level of proficiency in written English, not choosing a MFL option, or follow a reduced timetable to accommodate specialist EAL support/teaching. Class sizes are small (no more than 8 pupils) to ensure each pupil's L2 needs are met, and focus can be given to provide meaningful L2 acquisition.

EAL Department Objectives

1. Linguistic
 - To enable pupils of all abilities to understand and confidently develop their language skills and the target language effectively for practical communication, i.e. listening, speaking, reading and writing.
 - To enable learners to use language to access the curriculum.
 - To enable independent learning.
 - To provide positive, successful and enjoyable learning experiences which promote lifelong learning of language and culture.
 - To provide a foundation and support for study during school and for future further education and employment.
 - To promote general learning skills, e.g. memorising, analysing, summarising, drawing inferences.
2. Pastoral, Social and Cultural
 - To encourage positive attitudes to learning English.

- To promote a respect for and an interest in the multi-diversity of the school's languages and cultures.
 - To equip pupils with competence to interact with native speakers at school and in this country.
 - To give first-hand experience of English speakers to as many pupils as possible through activities.
 - To encourage tolerance and acceptance of others.
 - To better understand the School's and British culture.
 - To support transition into life at King Edward's School and the UK.
3. Methodological
- To follow the current teaching practice at King Edward's School as set out in the Teaching and Learning Guide.
 - To offer a wide range of communicative activities which provide for all pupils, a feeling of success, intellectual stimulation and enjoyment.
 - To encourage and nurture pupils of all abilities to fulfil their potential for English language learning by using multimedia materials.
 - To differentiate materials to cater for the whole ability range.
4. Study Skills
- To develop in pupils a pride in their achievement through the encouragement of a methodical, organised and responsible attitude to their work.
 - To develop in pupils the ability to plan and organise their work and to work both independently and as part of a team.
 - To encourage students to take responsibility for their learning.

Admissions & Screening

EAL prospective pupils sit an entrance paper in English (Password or similar) and Mathematics prior to arrival at the school.

In the first weeks of an international pupil's arrival, the EAL Department conducts a more specific induction assessment and screening which incorporates written and comprehension tasks in L1 and L2, SPLD/EAL checks and an SDQ assessment in the pupil's native language which removes any language barrier providing a more inclusive assessment. The process is as follows:

- International pupils are identified from iSAMS at the earliest opportunity, an EAL register is created from this indicating those pupils who have been identified as a non-native English user or have arrived from a school outside of the UK.
- From the register, all potential EAL pupils complete the EAL specific assessment booklet dependent on Key Stage which assesses writing, reading and grammar skills as well as a non-verbal SpLD assessment to ascertain top line processing issues.
- A strengths and difficulties questions (SDQ) is completed in the pupil's native language which provides a behavioural screening overview of a pupil and removes any issues with a language barrier.
- Those pupils presenting with top-line SEN needs and/or behavioural concerns from the SDQs will be highlighted and communicated to the Head of Inclusion (SENDCO) for further SEND assessment or monitoring.

- In addition to the above, Pre-A level Pupils will be given an IGCSE Reading comprehension/summary as a screening tool for setting into Pre-A level IGCSE English Language or Pre-A level EAL groups.
- All pupils are rated on the CEFR language scale.
- These assessments are carried out in the first academic weeks in September or arrival at school.
- The EAL department will mark these papers and create a spreadsheet of results.
- Lower 6th Form Admissions: Any international pupil who does not have a grade 5 or above in GCSE English (first) Language taken in a school in the UK will attend IELTS (Academic) lessons. This allows pupils to gain an English Language proficiency exam for university entry and UK Visa purposes and provides support to develop language skills and academic writing skills for 6th form.

In addition to the above EAL screening process, all pupils are screened by the Learning Support Department on arrival to the school or if the pupil has been referred to Learning Support for assessment.

EAL Register and Pupil Profiles

An EAL pupil register is maintained and updated by the EAL Coordinators and is shared confidentially with all teaching and pastoral staff on iSAMS. From this, a pupil profile is created for each EAL pupil outlining language level, strengths, weaknesses and teaching strategies and is available on iSAMS Pupil Information.

EAL Courses

YEAR	COURSE(S)
1st, 2nd, 3rd	<ul style="list-style-type: none"> • Cambridge B1 Preliminary/B2 First dependent on level and adapted accordingly to needs. • Subject specific sessions when necessary. • Themed lessons on British Culture or KESW specific topics (e.g. Who was King Edward?; Admissions Day; Bonfire Night). • Between two and four lessons a fortnight depending on year group.
4th	<ul style="list-style-type: none"> • IGCSE English as a Second Language (ESL) (Edexcel). • Subject specific sessions when necessary. • Themed lessons on British Culture or KESW specific topics (e.g. Who was King Edward?; Admissions Day; Bonfire Night). • Six lessons a fortnight.
5 th *	<ul style="list-style-type: none"> • IGCSE ESL (Edexcel). • Subject specific sessions when necessary. • Themed lessons on British Culture or KESW specific topics (e.g. Who was King Edward?; Admissions Day; Bonfire Night). • An introduction to IELTS (summer term only and optional). • Six lessons a fortnight.
Pre-A level *	<p>P/ENG: IGCSE English First Language (CIE) with speaking component. Optional: Themed lessons on British Culture or KESW specific topics (e.g. Who was King Edward?; Admissions Day; Bonfire Night). Eight lessons a fortnight.</p> <p>P/EAL: IGCSE ESL (Edexcel).</p>

	<p>Optional: Themed lessons on British Culture or KESW specific topics (e.g. Who was King Edward?; Admissions Day; Bonfire Night). Eight lessons a fortnight.</p> <p>P/CGE: Culture, Global Perspective and English</p> <p>A mixed ability cohort of pupils who have not chosen an MFL to study. This class is taught themed lessons on world cultures, British culture and KESW specific topics (such as Who was King Edward?; Admissions Day; Bonfire Night, Culture Shock, The World around us). Also, subject specific support is provided on a need basis. Four lessons a fortnight.</p>
L6th	<p>IELTS and Academic English language:</p> <p>Any international pupil who does not have a grade 5 or above in GCSE English (first) Language taken in a school in the UK will attend IELTS (Academic) lessons. This allows pupils to gain an English Language proficiency exam for university entry and UK Visa purposes and provides support to develop language skills and academic writing skills for 6th form. Four lessons a fortnight.</p>
U6th	<p>IELTS and Academic English language:</p> <p>If a pupil achieves 7.5 in IELTS with minimum of 7.0 in each skill, then they can drop the subject if desired. This is at the discretion of the EAL Coordinator and in agreement with Head of Careers and the Deputy Head (Academic). The absolute minimum for a pupil to stop IELTS lessons is 7.0 Overall with a minimum 6.5 in each skill. Four lessons a fortnight.</p>

*International 5th Form and Pre-A level pupils taking the IGCSE First Language English (CIE) qualification need to take the speaking component of the exam to satisfy university and student visa English language proficiency requirements. This is organised in collaboration with the Head of English and carried out within the English Department.

EAL Intervention Framework

	EAL requirement
Tier 1: Intensive need	Reduced Timetable and/or 1:1 specialist teaching/EAL clinics
Tier 2: Interventive Need	EAL Classes and/or 1:1 specialist teaching/EAL clinics
Tier 3: Low Level Need	Additional In class EAL differentiation/EAL Clinics/1:1 specialist teaching
Tier 4: No Current Support Needed	Monitor termly until further notice

EAL Monitoring

All EAL pupils are continually monitored for progress and attainment. If a pupil is not progressing as expected, the EAL Coordinators will liaise with the Deputy Head Academic, the Head of Inclusion and the Section Head to devise a specific learning review for the pupil in question such as attending EAL clinics or additional 1:1 EAL support lessons.

Month	Action Point
September	Initial screening and review of entrance test papers. Setting of pupils.
October	Review report and monitor any dip in attainment. EAL support to be offered if needed.
December	Review report and monitor any dip in attainment. EAL support to be offered if needed.
February	Review report and monitor any dip in attainment. EAL support to be offered if needed.
April	Review report and monitor any dip in attainment. EAL support to be offered if needed.
June	Review exam results plus screening and advise on suitable courses. Offer extra support if needed.

Referral of Pupils with EAL need to the EAL Department.

Subject teaching staff review whether the EAL pupil is a taught EAL pupil, via class setting or 1:1, or simply an EAL pupil to monitor from the EAL register/EAL pupil Profiles on ISAMS .

EAL Taught

Liaise directly with the pupil's EAL teacher. They have time within their EAL teaching to provide subject specific help.

EAL Monitor

Contact the EAL Department with your concerns. They can offer advice or suggest the pupil receives additional support, depending on need.

Additional Support

- 1:1 EAL lessons:
 - Taught when there is a need for additional language support.
 - These are taught by the EAL department and charged at an additional cost to the parents/guardians on a half-termly basis. Parents/guardians have the right to cancel with half a term's written notice.
 - These lessons will take place at a convenient time and may be during a study period, before or after school or at lunchtimes.
 - Usually weekly.
 - If a pupil fails to attend a lesson without a reasonable excuse, the school discipline policy will be followed.
 - Lesson plans and progress should be recorded.
 - The EAL teacher must keep a record of the number of lessons attended and submit a termly recharges summary to the Accounts Department.
- EAL clinics
 - Held for KS3, KS4, Lower 6th and Upper 6th pupils. These provide a drop-in service for pupils to receive help when needed for both subjects and language skills. Pupils may be invited to attend if there is a concern. Sixth form clinics include support for academic English, IELTS, subject specific support, UCAS applications, International HE applications (e.g. SATs) and so on.
 - A British Culture Programme Clinic may be organised as a co-curricular additional activity.

EAL Marking Policy

The EAL department mark in accordance with the school policy where appropriate and/or depending on the examination criteria of the course studied. All written work is marked using specific marking symbols (mostly for syntax) and feedback is given through the W.I.N. format (see attached marking form at the end of this policy for reference).

Communication between EAL Department and other staff (academic and pastoral).

The EAL Department operates an open communication policy with all staff (Head Teacher, SLT, teachers, House Staff, academic tutors and medical staff) so that appropriate provision can be made for pupils with EAL needs already identified and for those pupils yet to be identified can be assessed and provision made. All teaching staff are aware of the EAL pupils in their class and should have clear strategies in place to suit their needs by referring to the EAL register and Pupil Profiles on ISAMS.

- The EAL Department work in direct communication with the Head of Sections, HoYs, HoDs and academic teaching staff to ensure all pupils are identified early.
- The EAL Department communicates with Heads of Sections, HoYs and HoDs regularly to check on pupil progress and ensure consistency of provision.
- The Department liaises with subject teachers on a continual basis and provide language-based subject support if there is an additional need to the provision within the subject. This usually is covered in EAL clinics.
- The EAL Department liaises regularly with HsMs on both academic and pastoral concerns.
- CPOMS is the method to record communication, and this is followed up by an e-mail to ensure the EAL department has a record of the CPOMS communication.
- EAL T&L sessions are conducted by the department to staff.

Pastoral Care

The EAL department will monitor EAL pupils and report any concerns via CPOMS to the relevant staff member(s) such as Tutor/HsM/DSL, Head of Section/HOD.

In addition, house staff are the first port of call in making pupils welcome/providing activities which help new pupils to become accustomed to the new environment.

EAL Pupils and Exam Access Arrangements

Pupils whose first language is not English, and whose parents are not English speaking, and who have not been educated in an English speaking school may be eligible to use a bi-lingual dictionary in exams.

Additionally, pupils who have been resident in the UK for less than two years are so eligible for extra time (the amount of time spent using the dictionary).

Simple translation dictionaries are permitted, except in language exams or where the syllabus/exam board explicitly prohibits them. A “simple translation dictionary” refers to a dictionary that provides word-to-word translations without explanations, illustrations or definitions.

Guidelines for each exam board are provided by the Exams Officer and the Learning Support Department (SENDSCO). The EAL Department is responsible for updating and maintaining the Dictionary Use list and makes it available to the Examinations Officer, the Examinations Secretary and to all teaching staff, so that appropriate arrangements can be made.

EAL Marking Symbols

Symbol	What does it mean?	What can I do about it?	
Sp	spelling	Incorrect spelling; use your dictionary to correct the spelling. E.g. <i>In the begining</i>	
V	vocabulary	Incorrect use of a word; use a dictionary or thesaurus to find the correct word. E.g. <i>the bad weather had a negative affect on the children.</i>	
WW	wrong word	Use your dictionary to find the correct word.	
S/Pl	singular / plural	Incorrect ending of a noun e.g. <i>our life are easier now with technology</i>	
T	tense	Incorrect tense used, rewrite in the correct tense. E.g. <i>The time goes really slowly last weekend.</i>	
SV	Subject agreement	Verb	The verb does not match the noun e.g. <i>The teacher were in the classroom</i>
Gr	grammar	Rewrite using the correct grammar such as using the correct past participle. E.g. <i>I like listen to music; Many people have taken the IELTS test.</i>	
P	punctuation	Correct the punctuation by changing or adding commas, full stops etc. e.g. <i>However there are many advantages..</i>	
A	Missing article	An article is incorrect or has not been included (a/an/the/0) e.g. <i>I need to find book on Economics.</i>	
Prep	preposition	Use the correct preposition e.g. <i>It depends for the weather.</i>	
^	missing word(s)	Add the missing word(s) to make it clear	
?	meaning unclear	Check it makes sense e.g. do the reasons match opinion? Is this the correct phrase?	
/	unnecessary	This is not needed or is irrelevant	

WO	word order	The word order needs to be changed to make sense, is everything in the right place?
//	new paragraph	Start a new paragraph. Leave a line between each paragraph.
√	good structure or language	This is perfect 😊

W	What went well	The things I did well - celebrating something I am proud of!
I (EBI)	Improvements (Even better if)	The things I need to improve to make my English skills better.
N	Next steps	Something I am going to do to help me improve.

HB February 2025