



Merchant Taylors' Schools, Crosby

English as an Additional Language Policy

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Relevant legislation/guidelines	ISSR

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Aims

- 1.1 This is the EAL Policy of Merchant Taylors' Schools, Crosby [the School].
- 1.2 The aim of the English as an Additional Language policy at Merchant Taylors' School [MTS] is to seek to provide a quality education in English for pupils from a variety of social, ethnic, cultural, and linguistic backgrounds. Many language groups are represented at Merchant Taylors' which is proud of its diversity and inclusive approach.

This policy outlines the ways in which the School seeks to support the needs of such pupils which includes the help given to those bilingual or multilingual learners who have a native language other than English and who need additional support in English in order to pursue their studies effectively. Its purpose is to promote equality of opportunity for all learners throughout Merchant Taylors', for whom English is an additional language.

- 1.3 The aims of this policy are as follows:
 - 1.3.1 to identify and support EAL pupils in using English confidently and competently as a means of learning across the curriculum;
 - 1.3.2 to be able to access external assessments, i.e. GCSEs/AS/A Levels;
 - 1.3.3 to create a diverse and inclusive learning environment where an international community and linguistic diversity are seen as clear strengths;
 - 1.3.4 within EYFS and Stanfield, provide opportunities for children to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English Language;
 - 1.3.5 track and monitor the pupils' English language progress through a bespoke assessment framework for writing and CEFR milestones;
 - 1.3.6 support pupils in accessing and understanding curriculum subjects and in completion of preparation and coursework tasks;
 - 1.3.7 prepare pupils for International English Language Testing System (IELTS) in the Sixth Form;
 - 1.3.8 provide training and support for teachers and assist departments in supporting EAL pupils in their acquisition of English language skills across the curriculum.

Throughout this policy these pupils are referred to as EAL pupils. We are committed to all pupils being fully integrated into the School and due regard will be paid to individual needs, in consultation with pupils, parents, guardians and teachers.

Our policy is that wherever possible, EAL pupils have access to the whole school curriculum and to the full range of extra-curricular activities the School provides. Thus, all pupils, will be able to enter the School community with ease, confidence and understanding and are supported in achieving their academic potential.

2 Definition

- 2.1 This policy is concerned with bilingual learners, who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes. Data is collected by the school from parents.

3 Rationale

- 3.1 The School is committed to making appropriate provision for teaching and learning for pupils for whom English is an additional language.
- 3.2 The School will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum and extra-curricular activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area, and have responsibility for language development of EAL pupils. Having a home language other than English is not considered a learning difficulty, but the School recognises that that a child who has EAL may also have SEN needs. Lack of English is not equated with lack of knowledge, skills or understanding.

4 Admissions and Assessment

- 4.1 EAL applicants should be subject to the same admission procedures as other applicants.
- 4.2 Secondary pupils take an assessment for entrance for Year 7 to Year 11. This assessment undertaken is a CAT4 test which contains Verbal Reasoning, Non-Verbal Reasoning, Quantitative Reasoning and Spatial Assessment.
- 4.3 Those with EAL needs identified on the application form or by their current school will be made known to the LS department in advance. Pupils will then be specifically assessed for language barriers and supported depending on their need.
- 4.4 Access Arrangements such as use of a bilingual dictionary are made for all Entrance Assessments, where pupils have been identified as requiring EAL.
- 4.5 For pupils entering the Sixth Form, the School largely insists on an IELTS requirement of 6 across all strands and may well ask new pupil to take up additional English support ahead of joining in the September.

5 Assessment

- 5.1 Teaching staff have regular opportunities, both formal and informal, to discuss pupil progress, needs and targets.
- 5.2 Merchant Taylors' ensures that all EAL pupils have access to first language support where appropriate, especially in relation to the use of bi-lingual dictionaries.
- 5.3 The School Examinations Office provides translation dictionaries for all relevant pupils sitting external examinations. Sixth Form pupils sit the IELTS examination if necessary, at the nearest external test centre.

6 Planning, Monitoring and Evaluation

- 6.1 Throughout their stay in the School, the pupil's level of English is monitored by the LS department, as well as by subject teachers in class. This is to ensure the pupil is progressing at an appropriate pace and is reaching their language targets. The EAL needs of each pupil

are assessed continuously by the EAL team and school staff throughout the year and any adjustments needed in their tuition are made accordingly.

- 6.2 Staff regularly observe, assess and record information about pupils' developing use of language, through monitoring of class work and individual conversation partnerships.
- 6.3 Whilst account is taken of EAL development, subject teachers aims to set appropriate challenging targets for individual pupils. There are some key concepts which underlie the planning of teaching in the EAL department; we acknowledge the need to foster intellectual curiosity and encourage divergent and creative thinking in EAL pupils. It is also vital to differentiate between the abilities and learning styles of our pupils; in effect, we are able in 1:1 classes to tailor the lesson plan to the needs of the pupil. In class settings, steps must be taken to ensure that every pupil's individual learning difference is recognised.
- 6.4 Teaching staff have regular liaison with EAL staff to discuss pupil progress, needs and targets. Parents are informed of pupils' progress and informed of where decisions regarding EAL support need to be made. School data includes relevant information on EAL pupils. This includes needs, level of English, support, achievement and progress. This enables the school to monitor targets. The evaluation process serves as the basis for planning programmes of action and targeting time, support and resources.

7 Provision

- 7.1 Merchant Taylors' staff are aware that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers and that EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers
- 7.2 Typical strategies implemented in both the EAL classroom and all other subjects include:

Designated EAL teacher;
Collaborative group work;
Enhanced opportunities for speaking and listening;
Effective role models of speaking, reading and writing;
Additional verbal support-repetition, alternative phrasing, peer support;
Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture;
Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
Writing frames, directed activities related to texts;
Opportunities for role play;
opportunities for all pupils including EYFS and Stanfield to continue to develop and use their home language;
Pupils receive regular feedback from staff regarding their language development;
Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;
The School adopts an English Speaking Policy which encourages EAL learners to develop their ability and confidence in speaking English beyond the classroom;
Where possible, learning progression moves from concrete to abstract;

Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, intervention sessions.

Additional support outside normal lesson time.

Monitoring progress of EAL pupils in conjunction with the Bursar Support Teacher where appropriate, Head of Learning Support, Head of English, relevant Head of Year and Form Tutor.

8 Special Educational Needs and More Able Pupils

- 8.1 The School recognises that most EAL pupils needing additional support do not have Special Educational Needs (SEN). However, should these needs be identified during assessment, pupils will have equal access to school SEN provision in line with the SEND Policy. Similarly, there may be EAL pupils who are Gifted or Talented or More Able, even though they may not be fully fluent in English, in which case provision will be made in line with the More Able Policy.

9 Further EAL Support

- 9.1 In order to cope with the high academic and social demands of the school, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive some tuition in English as an additional language.

Appendix 1 - Assessment Procedure & Graded Response

- 1.1 On entry it is expected that EAL pupils will have met 'old' NC Level 2 descriptors (See QCA Descriptors below).
- 1.2 Pupils will be assessed within the first weeks of entry into the School. The Assessment will measure reading/comprehension, spoken, and written English. This assessment is in addition to the normal assessment procedures that take place for new entrants.
- 1.3 As a result of this assessment targets and strategies are set in order to meet the differentiation needs of the pupil in the classroom.
- 1.4 Progress is measured formally at the end of every half term and new targets/strategies set.
- 1.5 Where insufficient progress is being made pupils are offered tuition with a suitably qualified teacher. Years 7 to 9 are often withdrawn from the normal academic timetable on a rotational timetable basis; for Years 10 and 11 withdrawal is built around the GCSE programme of study, while Sixth Form often attend in lessons during a free period.
- 1.6 Once a suitable standard of English has been met in withdrawal lessons a pupil may/may not continue with a differentiated programme in the classroom, depending on the circumstances.
- 1.7 Progress is monitored and the expectation is that pupils will be assessed with greater frequency than his peers.
- 1.8 For admission to A level courses, a minimum all round IELTS score of 5.5 will be applied.

Appendix 2 - QCA Descriptors for NC Level 2

(Access to curriculum through English but language learning needs are clear when assessed.)

- 1.1 Vocabulary: rapidly developing vocabulary, is able to select vocabulary to express a range of feelings, to describe activities, etc. but sometimes struggles to find the right word.
- 1.2 Instructions/Input: can follow teacher input, stories and sequences and instructions but occasionally misunderstands uncommon words, nuances, more formal English, some colloquialism, puns, etc.
- 1.3 Structures (complex sentences): can use subordinate clauses (who, which, that, etc.) and a number of tenses but a smaller amount than can be expected for the age.
- 1.4 Communication: can communicate with ease, but will occasionally misunderstand others.
- 1.5 Stories: can re-tell story although may use simpler vocabulary than original.
- 1.6 Reading: can read simple texts accurately and with understanding; expresses ideas about major events or ideas in stories, poems and non-fiction.
- 1.7 Writing: can produce independently different types of writing, but with some errors, omissions and limitations being seen. Writing communicates meaning, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences.