



Keble Prep School – English as an Additional Language Policy 2022 2023

Contents	Page
1. Introduction	2
2. Rationale	2
3. Aims	2
4. Key Principles	3
5. Monitoring and Assessment	3
6. Teaching and Learning	3
7. Learning Difficulties, SEN and Gifted and Talented Pupils	4
8. Parents and the Wider Community	4
9. Review	4



The Foundation EAL Policy

1. Introduction

Definitions:

The Foundation: means the Mill Hill School Foundation which comprises the Senior Schools: Mill Hill School, Mill Hill International and Cobham Hall School; and the Pre-Prep and Prep Schools: Belmont School, Grimsdell School, Keble Prep School and Lyonsdown School.

2. Rationale

The Foundation has many pupils, particularly at Mill Hill International School, for whom English is an additional or second language (EAL) to their native language. We are entirely committed to ensuring that EAL and/or international pupils at the Foundation are provided with the best opportunities to enable them to make progress in a British curriculum environment. This is the principal aim of this Policy.

This Policy applies only to Mill Hill School, Cobham Hall School, Belmont School, Grimsdell School, Keble Prep and Lyonsdown School. Mill Hill International School has its own EAL Policy due to its nature as an international school.

The Foundation and its staff and wider pupil community value the cultural diversity brought by speakers of other languages. We take steps to ensure that pupils who speak other languages are integrated effectively into their school environment, both academically and pastorally.

EAL pupils are subject to all the normal procedures for learning, teaching and assessment that all pupils are, such as Progress Grades, subject levels and academic reviews.

It is our belief that all teachers are responsible for assisting EAL pupils in their language development. Activities which allow EAL pupils to work on tasks with peers who have English as a first language will enhance their language and social development.

3. Aims

Our main aim is for all EAL pupils to become confident in listening, speaking, reading and writing so that they can access the curriculum and communicate effectively with peers and adults.

We will identify an individual pupil's needs; recognise the skills he/she brings to their Foundation school and ensure that he/she is able to access the curriculum to the best of his/her ability. We take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. We ensure no pupil is discriminated against, contrary to Part 6 of the Equality Act 2010.

All teaching and support to pupils with EAL does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Whilst account is taken of EAL development, the Foundation aims to set appropriate and challenging



targets for individual pupils which are reviewed on a regular basis.

We maintain an EAL register, similar to the SEN register, to ensure that we are tracking and monitoring our meeting of the needs of pupils with EAL.

Each School has specific aims based on the age and needs of its pupils. These are as follows:

- **Grimsdell:** We recognize the children at Grimsdell are young and therefore have a broad range of developing skills. Our creative curriculum recognises that spoken language skills are essential to developing reading and writing. Therefore the main focus for this age group is to develop strong spoken language skills.
- **Belmont:** It is the aim of the Belmont EAL department to ensure that pupils gain the competence in English in all skills to enable them to access the curriculum and achieve their full potential in all subjects.
- **MHS:** It is the aim of the MHS EAL department to improve and extend the EAL learners' competence in English so that they are able to access the curriculum and enable them to pass the exams they need to pursue their academic ambitions.
- **Lyonsdown:** The school seeks to ensure that all Lyonsdown pupils, including those with EAL, acquire skills in speaking, listening, literacy and numeracy and across all areas of the curriculum. School-wide strategies are used to encourage their participation and increase their understanding and use of English, to maximise their potential.
- **Keble Prep:** To enable EAL pupils to access, participate and make progress in all areas of the curriculum through the use of school-wide strategies and ensure that they become confident and fluent in English in order to fulfil their academic potential.

4. Key Principles

- Language develops best when it is used in purposeful contexts across the curriculum
- The main aim of EAL specialist support is to improve and extend the EAL learners' competence in English language so that they are able to access the curriculum across all subjects
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and planned for. Attention should be given both to initial access and to extension
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- Teachers have a crucial role in modeling uses of language
- A distinction is made between EAL and Special Educational Needs

In addition, each School has its own key principles based on the age and needs of its pupils. These are as follows:

- **Grimsdell:** To feel confident to access learning that occurs in the classroom and to communicate socially with their peers
- **Belmont:** To enable EAL pupils to access the curriculum in all subjects, be able to contribute to class discussions with confidence and take tests and end of year exams on an equal footing to their peers
- **MHS:** To enable EAL pupils to pass the exams they need to pursue their academic ambitions' this is the EAL GCSE and IELTS qualification specifically



- **Lyonsdown:** To be aware of the developmental stage of our children. EYFS children in Nursery and Reception may still be developing the multiword stage of language.
- **Keble Prep:** To enable pupils to access all areas of the curriculum, building on their existing knowledge and skills, to make progress both in the classroom and socially with their peers.

5. Monitoring and Assessment

- An initial identification of a pupil's additional language has been put in place through the admissions procedure of each Foundation School
- An initial assessment of an EAL pupil's ability in English is made when he/she enters the Foundation.
- Information is gathered about:
 - the pupil's linguistic background and competence in other languages
 - the pupil's previous educational and schooling experience
 - the pupil's family and biographical background
- All identified 'Learners of English' who have not been schooled in the UK or have been schooled in the UK for a limited number of years, are assessed in Reading, Writing, Speaking and Listening within their first half term at their school
- Whilst account is taken of EAL development, the Foundation aims to set appropriate and challenging targets for individual pupils
- Staff have regular liaison to discuss pupil progress, needs and targets
- The school ensures that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate

In addition, each School has its own monitoring and assessment processes, as follows:

- Grimsdell: Pupils are monitored and assessed using our school-wide assessment procedures
- Belmont: Pupils are monitored and assessed using the whole school assessment procedures and in addition course books and assessments are checked according to identified EAL targets
- MHS: identification of the English level of EAL pupils, to inform the appropriate route through GCSE (i.e. mainstream English or ESL iGCSE) and A Level (where the level of competency required for different University courses plays a key role in 16+ provision)
- Keble Prep: Pupils are assessed and monitored using whole school assessment procedures. EAL pupils are also assessed for proficiency in English twice each year.

6. Teaching and Learning

Each school within the Foundation shall provide programmes of teaching and learning for its EAL pupils appropriate for their age and ability. Further details of each school's EAL programme can be obtained from their school office.

7. Learning Difficulties, SEN and Gifted and Talented Pupils

- Whilst the Foundation recognises that most EAL pupils needing additional support do not have learning difficulties, should a learning difficulty be identified during assessment, EAL pupils will have equal access to their school's Learning Support provision.
- Similarly, the Foundation recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. Provision is made for them to fulfill their



potential.

8. Parents and the Wider Community

- We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers
- We take account of parents' linguistic, cultural and religious backgrounds through the admissions process and when communicating with them, by ensuring that our written and spoken communication with families is effective through the use of graded English
- We provide an opportunity for EAL parents to discuss their children's progress each term and/or as the need arises with the EAL Coordinator
- For pupils in year 3 and above, we provide an opportunity for EAL parents to attend an 'Informal Parents' Evening' to share good practice in supporting their children's learning needs
- For pupils in year 3 and above, we aim to work closely with members of the wider community to support our EAL pupils

9. Review

This Policy has been approved by the Academic Committee of the Court of Governors, on 3rd May 2023.

Date of Review: May 2023

Next Review: Autumn 2023