



## Policy on Teaching Pupils with English as an Additional Language (EAL)

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This policy is published on the websites of Hampton School and Hampton Pre-Prep & Prep School and is available to parents from the Bursary or the School Office at the respective schools upon request. It can be made available in large print or another accessible format as required.

This policy applies to the Hampton School Trust (the Trust or the School), which comprises Hampton School and Hampton Pre-Prep & Prep School (HPP&P), for children from the Early Years Foundation Stage (EYFS) to the Upper Sixth Form.

### **Definition**

This policy is concerned with bilingual learners who have a home language (defined as the first language spoken at home) other than English and who are in the process of learning to use English as an additional language for educational purposes. Pupils identified as having English as an Additional Language (EAL) remain on the EAL register throughout their time at the School (see **Appendix 4**).

### **Rationale**

The School is committed to making appropriate provision for the teaching and learning and the overall well-being/pastoral care of pupils for whom English is an additional language. The School will identify individual pupils' needs, recognise the skills they bring to the School and ensure equality of access to the curriculum and co-curricular activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area and thus share responsibility for the language development of EAL pupils. Having a home language other than English is not considered to be a learning difficulty, but the School recognises that a child who has EAL may also have Special Educational Needs and Disabilities (SEND) and have an Education Health Care Plan (EHCP). Lack of English does not equate to a lack of knowledge, skills or understanding.

### **Admissions Policy**

EAL applicants are subject to the same admissions procedures as other applicants. Pupils take an examination for entrance at 7+, 11+, 12+, 13+ and 16+. EAL applicants sit all assessments at HPP&P and all three entrance examination papers: English, Verbal Reasoning and Mathematics at Hampton School. Those with EAL needs identified on the application form or via their current school should be made known to the School in advance, particularly in relation to their performance in the English paper. During the course of marking, EAL-specific issues that undermine performance are taken into consideration. Borderline interviews may also be given to pupils in this category. EAL applicants for entrance in Fourth Year and the Lower Sixth undergo special English tests and interviews. Access Arrangements, such as allowing the use of a bi-lingual dictionary, are made. This policy supports the School in meeting its duties under the Equality Act 2010.

**Appendix 1** sets out arrangements specific to HPP&P.

### **Aims**

We aim to raise the achievement of all of our pupils, and are committed to ensure that pupils who have English as an additional language will:

- use English confidently, competently and appropriately
- use English as a means of learning across the curriculum
- build on knowledge that they already have of other languages and cultures
- be able to access external assessments (i. e. GCSEs/AS/A2 Levels)
- develop a strong cultural awareness of life and socialisation in the UK

Our aims will be achieved by:

- providing a welcoming ethos at the School and a safe classroom environment
- informing teaching staff when a new pupil arrives, sharing feedback from an initial assessment and advising that they are on the EAL register
- making staff aware of the pupil's needs through SIMS, the School's management information system
- recognising the importance of the role of parents and the need to communicate with parents in their home language where appropriate and possible
- valuing the home language by providing a range of notices, posters, labels and dual language texts in the home language where appropriate
- providing appropriate cultural resources where possible and celebrating language and cultural differences
- ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- differentiation in the planning of lessons
- making staff aware that:
  - i. although pupils become conversationally fluent in two years, it may take several more years for them to become fluent writers.
  - ii. EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers.
- providing relevant procedures in baseline assessment and placement on EAL Stages 1 – 4 (see **Appendix 2**: EAL Bands and Support Strategies for Developing Bilinguals and **Appendix 3**: Assessment Procedure and Graded Response System).
- measuring/monitoring the acquisition of English as an additional language via:
  - i. entrance examination results and information provided by the feeder school
  - ii. EAL assessment on entry to the School and yearly progress tests
  - iii. standard whole-school baseline testing (MidYIS, ALIS); baseline ability tests and accompanying literacy tests in First, Third and Lower Sixth Years); GCSE, AS and A2 level results
- monitoring EAL pupils (see **Appendix 3**)
- monitoring progress of EAL pupils in a structured system in conjunction with the Head of Learning Support, Head of English, relevant Head of Year and Form Tutor. Providing additional learning support for EAL outside of normal lesson times where appropriate
- providing access to statutory assessments making full use of special/access arrangements e.g. such as the use of a bilingual dictionary
- providing appropriate funding for resources and training of staff
- attending to the overall welfare and well-being of pupils on the EAL register and liaising with the School's pastoral staff in the event of concerns arising.

**Related Policies:**

- i. Special Educational Needs and Disability Policy
- ii. Equality, Diversity & Inclusion
- iii. Admissions Policy\*
- iv. Safeguarding (Child Protection) Policy

\*Denotes separate policy for each school

## **Appendix 1 - Hampton Pre-Prep & Prep (HPP&P)**

### **Admissions Policy**

HPP&P has two main points of entry: 3+ (Kindergarten) and 7+ (Year 3). Pupils seeking occasional places into Kindergarten to Year 2 always meet the Head of Pre-Prep and/or Head of Learning Support (Pre-Prep) prior to entry. Pupils in Year 3 to Year 6 seeking places are required to take assessment papers in English, Mathematics and Reasoning. They also meet with the Headmaster and/or Deputy Head Academic; this is to gauge the levels at which the child is working and to diagnose whether extra support or reference to the Head of Learning Support (Prep) is necessary. Please refer to the HPP&P Admissions Policy for further details.

### **Early Years Foundation Stage (EYFS)**

The Statutory framework for the early years' foundation stage (September 2024, section 1.14) states that, *'For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home'*. Furthermore, we must 'also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skill, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is a cause for concern about language delay.'

### **Further support**

Support may be sought from external agencies. In the EYFS, further assistance can be sought from the Early Years Consultants within Achieving for Children, Kingston and Richmond.

### **Resources**

The National Strategies Guidance, "Supporting children learning English as an Additional Language" is used as appropriate.

Books in dual languages are available from:

Mantra Lingua UK 020 8445 5123

Letterbox Library 020 7226 1633

### **EAL Register**

The Head of Learning Support (Pre-Prep & Prep) keeps a register of pupils, for whom English is an additional language.

## **Appendix 2 - EAL Five Proficiency Bands and Support Strategies for Developing Bilinguals**

***Note: Subject Teachers should consult with the Learning Support Department if they need assistance with implementing the strategies suggested below.***

English language Proficiency in each strand is represented by five Proficiency bands and each band has a descriptive label :

- A- New to English/Beginning**
- B- Early acquisition/Emerging**
- C- Developing competence/Expanding**
- D- Competent/Diversifying**
- E- Fluent.**

### **EAL Descriptors taken from the Bell Foundation Trust:**

#### **A - New to English:**

May use their first language for learning and may be silent in the classroom. They may only be able to copy or repeat simple phrases and have minimal to no literacy in English.

#### **B - Early Acquisition:**

Can understand some everyday expressions but still needs a lot of support.

#### **C - Developing Competence:**

Moving towards independence in English and becoming more confident in their language skills.

#### **D - Competent:**

Can communicate effectively in English and is starting to diversify their skills.

#### **E - Fluent:**

Has a high level of English proficiency.

### Appendix 3 - Assessment Procedure and Graded Response System – Hampton School

- On entry to Hampton School, it is expected that EAL pupils will have met the level set in the English National Curriculum.
  - The Learning Support Department is responsible for monitoring, evaluating and resetting targets on the EAL Programmes in conjunction with the English Department.
  - Pupils who have been identified during the School's admission procedures as requiring EAL support will be assessed upon entry by the Head of Learning Support in conjunction with the Head of English. This 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. It is administered by the Learning Support Department and marked by the English Department.
  - As a result of this assessment, pupils will be placed on the relevant EAL band (see **Appendix 2** - EAL five Proficiency bands and Support Strategies for Developing Bilinguals). Targets and strategies are set by the Learning Support Department in conjunction with the English Department in order to meet the differentiation needs of the pupil in the classroom - this is called the 'EAL Programme'.
  - English language Proficiency in each strand is represented by five Proficiency bands, and each band has a descriptive label :
    - **A**-New to English/Beginning
    - **B**-Early acquisition/Emerging
    - **C**-Developing competence/Expanding
    - **D**-Competent/Diversifying
    - **E**-Fluent.
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- Progress towards established targets is measured formally at the end of every half term by subject teachers:
    1. Acquiring academic content
    2. Demonstrating learning
    3. Following instructions and understanding teacher feedback
    4. Using (age-) appropriate language and register in a classroom context
    5. Functioning in social language situations in and outside the classroom
  - A pupil's teachers will submit feedback to the Learning Support Department on a termly basis.
  - If insufficient progress is being made, pupils are offered tuition with a suitably qualified teacher. First to Third Year pupils are withdrawn from the normal academic timetable on a rotational timetable basis; Fourth- and Fifth-Year pupils attend at lunchtime; Sixth Form pupils attend in lessons during one of their private study periods.
  - Once a suitable standard of English has been met through withdrawal lessons (i.e. having been withdrawn from the normal academic timetable on a rotational timetable basis), a pupil may/may not continue with a differentiated programme in the classroom (EAL Programme) depending upon the circumstances.
  - Progress is monitored and the expectation is that pupils will be assessed at the beginning of each academic year.

#### **Appendix 4 - QCA EAL Descriptors for National Curriculum English Level 2**

The Department for Education (DfE) defines 'first language' as the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages:

- Vocabulary – rapidly developing vocabulary; able to select vocabulary to express a range of feelings, to describe activities, etc. but sometimes struggles to find the right word.
- Instructions/Input - can follow teacher input, stories and sequences and instructions but occasionally misunderstands uncommon words, nuances, more formal English, some colloquialism, puns, etc.
- 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.
- Communication - can communicate with ease but will occasionally misunderstand others.
- Stories - can re-tell story although may use simpler vocabulary than original.
- Reading - can read simple texts accurately and with understanding; expresses ideas about major events or ideas in stories, poems and non-fiction.
- 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.