



## **Exeter School**

### **EAL Policy**

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*Please note: Specific reference to junior school practice is highlighted in italics.*

## **Introduction**

This English as an Additional Language (EAL) Policy is concerned with bilingual learners who have a home language other than English and who study at Exeter School.

## **Context**

Bilingual or multilingual EAL learners at Exeter School come from a range of backgrounds, including for example, pupils from Germany who join the Sixth form on occasions for one or two terms, and a small number of pupils from bilingual or multilingual backgrounds whose home language is not English.

Bilingual or multilingual EAL learners at Exeter school generally have well developed literacy skills in both their home language and English.

## **School objectives**

*All bilingual/multilingual EAL learners at Exeter School are entitled to the full range of the school curriculum.*

Exeter School aims to achieve the following objectives for bilingual/multilingual EAL learners:

1. To ensure that EAL learners participate in all school activities appropriate to their age group
2. To ensure that the curriculum needs of EAL learners are provided for through discussion with the head of house and the Deputy Head (Academic) / *form tutor and Deputy Head in the junior school.*
3. To support EAL learners in their acquisition of English language skills across the curriculum
4. To monitor the progress of EAL learners through the house system / *form tutor and Learning Support Coordinator in the junior school.*
5. To support EAL learners through the learning support system if required
6. To ensure that appropriate action is taken where required for EAL learners who are taking public examinations at Exeter School.
7. To encourage teaching staff, where appropriate, to develop resources and teaching materials to enhance the linguistic skills and conceptual understanding of EAL learners, for example by providing glossaries of technical terms being used in the subject, or by providing a suitably differentiated learning activities.
8. Where required, to carry out an assessment according to the five stages (A-E) defined by the EAL service to classify pupils according to their competence in English, with the aim of identifying their needs and defining any level of support that should be provided.
9. Ensuring that every teacher is aware that they have responsibility for the language developed of an EAL learner.



10. To involve the Learning Support Co-ordinator in the monitoring of EAL learners' progress and to provide assessments where required (for example external exam access arrangements) and pupil strategy sheets where necessary.
11. To include bilingual/multilingual learners whose home language is not English on the Learning Support Register with an EAL flag on iSAMS.

### **Conclusion**

Although the numbers of bilingual EAL learners at Exeter School are low, it is acknowledged that the progress of bilingual EAL learners is significantly influenced by the school ethos and by teacher attitudes and expectations. Exeter School welcomes bilingual EAL learners and through the mutual cooperation of the pupils, their teachers and their parents, aims to ensure that their education experience is positive and rewarding.