READ SCHOOL EAL
(ENGLISH AS AN ADDITIONAL LANGUAGE) POLICY

Introduction

Read School is a friendly, welcoming boarding school that hosts both individuals and groups for short- or long-term stays. Pupils join us from across Europe—particularly France, Spain, Ukraine and Germany—as well as from further afield, including China and Hong Kong. Some attend to improve their English and experience British culture for a short period, while others remain with us for several years. As a small, family-feel school, we offer a flexible and personalised approach, full immersion in the boarding house, a wide-ranging curriculum, and numerous extracurricular visits and experiences.

At Read School, we recognise the diverse linguistic and cultural backgrounds our pupils bring. The term English as an Additional Language (EAL) refers to pupils whose first language is not English. These learners may be at varying stages of English acquisition, from complete beginners to fluent speakers, and they may require additional support to fully access the curriculum and achieve their academic potential.

Our commitment is to support EAL learners holistically, recognising their social, emotional, and academic needs while providing high-quality language instruction and a fully inclusive learning environment.

Identification and Initial Assessment

All pupils from China & Hong-Kong with EAL are assessed upon entry using the *Password* programme. This initial diagnostic assessment determines their base level of English proficiency and informs placement within the appropriate EAL scheme of work. With our European students, information from their home-school, tests and ongoing observation are used to ensure accurate identification of needs.

Aims

- To welcome, value and celebrate the cultural, linguistic and educational experiences that EAL pupils bring.
- To provide inclusive, tailored language support that enables EAL pupils to access the full curriculum.
- To support EAL pupils in becoming confident, competent users of English in both academic and social contexts.
- To develop pupils by addressing their linguistic, cognitive, and emotional development.

Objectives

- To assess the skills and needs of EAL pupils systematically.
- To develop differentiated schemes of work and employ effective resources that support continuous and measurable progress.
- To equip teachers with the training, strategies, and materials necessary to support EAL learners.
- To monitor academic and linguistic progress through regular and end-of-year assessments.
- To promote positive self-esteem and confidence by acknowledging pupils' languages and cultural identities.

EAL Schemes of Work and Progression

EAL instruction is delivered through progressive and differentiated schemes of work based on the Common European Framework of Reference (CEFR) and IELTS benchmarks. These schemes are designed and adapted to meet the unique needs of each learner across KS3 to KS5.

B1 Preliminary (KS3 & Some KS4)

- For pupils transitioning from basic to independent English use.
- Focuses on foundational grammar, vocabulary, and social communication.
- Target Level: B1 Preliminary (IELTS 4.0–5.0).

- Curriculum is adapted to the learner's current level and progression pace.

B2 First (KS4 & KS5)

- For pupils developing fluency and academic competency.
- Emphasises reading comprehension, academic writing, and subject-specific vocabulary.
- Target Level: B2 First (IELTS 5.0–6.5).
- Preparation for university-level academic expectations.

C1 Advanced (KS5)

- For pupils working toward proficiency in academic and professional English.
- Focuses on critical thinking, advanced reading, and structured academic writing.
- Target Level: C1 Advanced (IELTS 6.5–8.0).
- Supports access to UK university courses (IELTS 6.5 is minimum entry).

Assessment and Monitoring

- Initial assessment via *Password* programme.
- Ongoing formative assessments embedded in lessons.
- Summative end-of-year assessments for KS3 to KS5.
- Assessment data is reviewed to inform lesson planning, groupings, and interventions.
- Progress is tracked using CEFR levels and IELTS benchmarks.

Teaching and Learning Strategies

All teaching and support staff share responsibility for the language development of EAL pupils. Specialist EAL teachers provide targeted instruction and guidance. Effective strategies include:

- Use of differentiated tasks and scaffolding.
- Visual aids, modelling, and collaborative learning.
- High expectations for participation and achievement.
- Strategic groupings to ensure access to good language models.
- Allowing use of the pupil's first language for conceptual understanding.
- Time for processing and responding to tasks.
- Sensitivity to the 'silent period' in early language acquisition.

Inclusion and School Ethos

- Classrooms are socially, culturally, and intellectually inclusive.
- Diversity is celebrated, and all pupils' languages are valued.
- Pupils are supported to ensure well-being and academic success.
- Staff receive training on inclusive practices and supporting EAL learners.

Parent and Community Engagement

- Communication with parents is respectful and, where possible, in the home language.
- Families are encouraged to maintain their home languages alongside English.
- The school values strong, supportive partnerships with EAL families.

Policy Review

This policy will be reviewed annually to ensure its effectiveness and relevance, reflecting best practice and the evolving needs of EAL learners.

Reviewed June 2025

Next review June 2026