

# English as an Additional Language Policy

Reviewer: SH February 2022  
Education Committee: March 2022

Next review by: July 2023



## English as an Additional Language Policy

### **1. Introduction**

- 1.1. Godolphin and Latymer is committed to helping all our girls to achieve at their highest possible standards by ensuring that their individual needs are met. This includes those girls defined as having English as an additional language (EAL).

### **2. Definition of EAL**

- 2.1. A pupil with EAL is one whose first language is not English. This includes pupils who are fully bilingual and those who were born in the UK but in a family whose main language is not solely English. Many girls at Godolphin and Latymer have been deliberately brought up bilingual, or identify English as their first but not their only language.

### **3. EAL at Godolphin and Latymer**

- 3.1. At 11+ entry girls gain a place at the school through highly selective examination procedures, interviews and analysis of reports from their primary/prep school. At Sixth Form, all entrants are tested using the same examination and interview process and screening is undertaken by subject specialists in order to ascertain individual suitability. All girls admitted to the school are deemed to have sufficient competence in English language to fully access the curriculum.
- 3.2. The appropriate QCA descriptors applying to our EAL girls are stage 4 for the majority, and occasionally stage 3.

*Stage 3: At this stage pupils will appear to be native speakers on the surface and most will have been born in the UK. They will speak on a par with their monolingual peers and will be confident in their oral communication in most situations. Reading and decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently and with ease. Students will need support to read for underlying meaning and to understand texts in which grammatical structures are particularly complex. There may be a significant difference between a student's oral performance in class and their written work.*

*Stage 4: Stage 4 students are very confident speakers who for the most part no longer qualify for EAL support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However they may sometimes have difficulty with colloquial phrases and nuance and may not understand cultural references. In addition there may be residual issues in their written work.*

### **4. Identifying EAL**

- 4.1. As part of the enrolment process all families new to the school are asked to complete an individual learning needs questionnaire, which includes questions about other languages spoken and, in particular, languages spoken at home. In addition, all Year 7 girls are observed in their first year for EAL needs by the English Department.

- 4.2. If a pupil were identified as requiring support specifically because of the impact of EAL on her studies, teachers would be made aware and given advice about the pupil's support needs in their subject

## **5. Support**

- 5.1. Godolphin and Latymer does not regard having a home language other than English as a difficulty in itself, indeed as a school we are aware of the value of multilingualism and of the contribution that EAL pupils can make to our community. However we are aware that occasionally some pupils may have an individual learning need in relation to this use of English and therefore:

- 5.1.1. All staff may refer a girl at any time during her school career to the English Department/ILN Coordinator.
- 5.1.2. Advice to staff about meeting individual EAL need will be provided by a member of staff in the English Department.