English as an Additional Language (EAL) Policy

Berkhamsted Prep and Pre-Prep

Berkhamsted Senior Schools & Sixth

Heatherton

Charlotte House

Berkhamsted Day Nursery Ltd.

Revision and Terminology: Please refer to the School's Policies Policy.

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1 Scope of this policy

1.1 This policy addresses the Berkhamsted Schools Group's regulatory obligations in relation to Provision of Information detailed in paragraphs 32 (1)(b) and 32 (3)(b) of Part 6 of the Independent School Standards (set out in the schedule to the Education (Independent School Standards) Regulations 2014 as amended).

2 Definition of EAL

2.1 The Department of Education's definition for EAL is used for identification of EAL learners: "A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English"

2.2 Additionally, for a child to be considered to have EAL needs at one of the schools in Berkhamsted Schools Group the child would have regular and significant exposure to a language other than English whilst growing up. This would not include a language that is being learnt as a foreign language in school.

3 Introduction

3.1 EAL provision within Berkhamsted Schools Group is responsive to pupil needs and aims to take into account the range of educational backgrounds of our pupils and their differing levels and abilities.

3.2 The majority of the pupils in the School are native or near-native speakers of English.

3.3 Relevant pupils are identified as EAL learners at the point of admission. A small, but important, minority of pupils at Berkhamsted require significant additional English language support.

3.4 Students whose first language is not English join the school each year – appropriate arrangements are made to enable them to make progress. Similarly, the school admits pupils who have come from environments where English is not commonly spoken and have more EAL needs. Some have specific transition issues as they attain proficiency.

3.5 The School has some pupils who are familiar with languages other than English. This

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covers a wide spectrum – from pupils who may have some exposure to another language to those who are fully bilingual. For this reason, we treat the category of EAL flexibly and judge the need for appropriate provision on a case-by-case basis in developing the spoken and written English of these pupils.

3.6 All public examinations are taken in English with the exception of Classical or Modern Language examinations.

4 During the Admissions Process

4.1 General

4.1.1 If there is a possibility that a pupil has EAL needs, this is taken into account during the assessment procedures. The School gathers information about whether a student has English as an Additional Language in references and from the initial Registration Form and new joiner forms. Where appropriate, the Admissions Office notifies the EAL Co-ordinator

4.2 Pre-Prep, Heatherton and Charlotte House

4.2.1 Entry to the Pre-Prep is based on observational assessment for Nursery and Reception entry, with formal assessments for entry to Key Stage One. An offer of a place at the Pre-Prep is based on personal, social and emotional development alongside English and maths.

4.3 Prep, Heatherton and Charlotte House

4.3.1 The school's entrance assessments and examinations assess pupils' maths and English and pupils' personal, social, and emotional development.

4.4 Senior and Sixth

4.4.1 The school's entrance assessments and examinations mean that almost all pupils are entirely fluent in English or have a high level of proficiency that will enable them to access the curriculum.

4.4.2 As part of the interview assessment for entry, the interviewer should note any concerns where a candidate's spoken English significantly impedes their ability to

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communicate effectively and inform the Headteacher.

4.4.3 Attainment in English or English Literature is comparable with all other externally examined subjects and the English Department's results match or surpass those of other leading schools. On those rare occasions where specific EAL support is deemed desirable for an individual pupil, the support is overseen by the EAL Co-ordinator

4.4.4 A number of international students whose first language is not English join the Berkhamsted Schools Group. They all take an entrance test to assess their written and spoken English, their verbal reasoning, non-verbal reasoning, quantitative and spatial skills. There is an online assessment in English to ascertain that they have a level of proficiency in English that will enable them to access the curriculum and determine appropriate EAL support.

5 Provision and Practice

5.1 All teachers structure lessons to meet the individual needs of each pupil and take each pupil's level of English ability into account as part of the school's approach to adaptive teaching and learning.

5.2 Where separate provision is considered necessary, the School (through the Heads of Boarding for boarders or Form Teachers, Heads of Year Tutors, Heads of House or Assistant Heads for day pupils) will liaise with parents to ensure that a bespoke programme is put in place that meets the pupil's individual needs. The nature of the response will depend upon the pupil's need and will be decided upon a case-by-case basis.

5.3 It is understood that it is the responsibility of all teachers to play an active role in supporting and enabling pupils to develop and improve their writing, speaking, reading and listening skills in English.

5.4 All subject teachers are made aware of a pupil's individual needs and have a role to play in monitoring their progress and reporting any concerns to the EAL Co-ordinator. Up to the end of Year 11, pupils' English teachers will monitor the progress of pupils with residual EAL issues to ensure that they are making progress in any specific areas of

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weakness.

5.5 If there is ever a student whose proficiency in English prevents him/her from learning and making progress, a support plan will be created by the EAL Co-Ordinator and shared with that pupil's teachers.

5.6 For international students joining Berkhamsted Sixth, the school provides supplementary lessons for English as an Additional Language after an assessment of need on arrival at the school. These lessons are provided by a specialist teacher and are overseen by the EAL Co-ordinator.

6 EAL Support

6.1 The School generally supports pupils with EAL through the normal curriculum by teachers making reasonable adjustments to their teaching and through the use of adaptive teaching and learning strategies, for example, this may include:

- enhanced opportunities for speaking and listening;
- effective models of spoken and written language;
- a recognition of the first or home language in the development of English (for example the absence of a definite tense structure in Chinese);
- rephrasing instructions and/or additional explanations where needed;
- encouraging the use of bilingual dictionaries where appropriate;
- lists of technical, subject-specific vocabulary in a glossary.

6.2 Where a pupil in the Senior School requires significant English as an Additional Language (EAL) support, this may be provided as part of the normal curriculum in place of a Modern Language or other curriculum option, where deemed educationally appropriate.

6.3 In the Sixth Form, additional EAL support may be provided, where appropriate, for pupils whose first language is not English. As this support is delivered outside the core academic curriculum, it is not included within the published fees and will be charged

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separately to the fee payer.

6.4 EAL support is instigated by the EAL Co-ordinator and support is provided by teachers and TAs.

6.5 The principal aim of this support is to give all students, who have a recognised EAL need, the ability with language and the confidence to deal with all of their studies, extra-curricular activities and social interactions while they are at Berkhamsted School and beyond.

6.6 The support aims to help pupils develop their speaking, listening, reading and writing skills in a language which is not their first language – details of this support can be found in Appendix 1.

6.7 Berkhamsted Schools Group recognises that students require differing levels of language support as their proficiency develops. Criteria for the continuation or discontinuation of EAL lessons are set out in Appendix 2.

7 Tracking of EAL students

7.1 The progress of EAL pupils is tracked further to reporting cycles and examination results. Any relevant data is shared with the EAL Co-ordinator to inform interventions and/or support. All Heads of Academic Departments report public examination performance data for EAL pupils to Governors and the Group's Executive.

8 Communication with parents / guardians

8.1 Where parents do not speak English, they must provide the school with details of a third party through whom communication can take place. This may be via relatives or

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guardians whose English is proficient. The school welcomes such a representative at Learning Consultations (Parents' Evenings).

8.2 Parents or Guardians have a responsibility to inform the school of a child's EAL needs so that the school is able to provide appropriate support.

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Appendix 1: English as an Additional Language (EAL) Provision for International Sixth Form Students

1. Year 12 EAL Provision (Michaelmas Term and Lent 1)

All Year 12 international students will receive:

- One 40-minute EAL lesson per week.
- One 80-minute EAL lesson per week.

This provision will continue throughout the Michaelmas Term and the first half of the Lent Term (Lent 1).

2. Language Grouping and Assessment

At the start of Lent 2, students will be assessed using their IELTS results and placed into one of three language-support groups. Placement will be based on overall IELTS band scores, component scores, classroom performance and professional judgement.

Advanced Group (CEFR C1)

Students with:

- An overall IELTS band score of 7.0 or above, and
- A minimum score of 7.0 in at least three IELTS components.

Provision:

- One 40-minute EAP (English for Academic Purposes) lesson per week.

Upper Intermediate Group (CEFR B2)

Students with:

- An overall IELTS band score of 6.5, and
- A score of 7.0 or above in at least two IELTS components.

Provision:

- One 40-minute EAP lesson per week.
- One 80-minute Academic Writing lesson per week.

Intermediate Group (CEFR B1 and below)

Students with:

- An overall IELTS band score of 6.0 or below.

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Provision:

- Two 40-minute EAP/IELTS Preparation lessons per week.
- One 80-minute Academic Writing lesson per week.

3. Movement Between Groups

Students may move between groups during the academic year. Decisions regarding movement will be informed by:

- IELTS and other language assessment results;
- Performance in lessons;
- Academic progress;
- Teacher feedback and professional judgement.

Students may be moved either to a higher or lower support group as appropriate to their needs.

4. Implementation of Provision

The revised EAL provision will take effect:

- For Year 13 students, from the beginning of Michaelmas 1 in September 2026.
- For Year 12 students, from the beginning of Lent 2 in 2027 following IELTS assessment and group allocation.

5. Communication with Parents and Students

Details of the EAL programme, groupings, lesson allocations and associated fees will be communicated to parents and students through:

- Welcome Calls in Trinity 2 and
- Induction Process for all new boarders.

This communication will ensure that students and families understand the expectations, support available, and the criteria used for placement within the EAL programme.

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Appendix 2: Criteria for Discontinuation of EAL Lessons

The purpose of EAL provision is to ensure that students develop the English language proficiency required to access the curriculum, achieve success in A Level studies, and prepare effectively for university-level study in English. Decisions regarding continuation or discontinuation of EAL lessons are made according to the criteria below.

Category 1: Students with No Prior English-Speaking School Experience

Students who have not previously been educated in an English-speaking school will continue to receive EAL lessons throughout Years 12 and 13.

EAL provision is considered essential for these students irrespective of whether they intend to return to their home country or progress to a UK university.

Category 2: Students with Previous English-Speaking School Experience but No GCSE English Language Qualification

Students who have attended an English-speaking school but do not hold a GCSE English Language qualification will normally remain in EAL lessons until after the Year 13 mock examinations.

Students may be considered for discontinuation of EAL lessons where they achieve:

- An IELTS overall score of 7.5 or above; and
- No individual IELTS component score below 7.0.

Following achievement of these criteria, the student will meet with the Headteacher to determine whether continued EAL provision is required.

Students who achieve an appropriate IELTS score during Year 12 may be transferred from EAL lessons to English for Academic Purposes (EAP).

Category 3: High-Proficiency Students

Students may be considered for exemption from, or discontinuation of, EAL lessons where they meet all of the following criteria:

- GCSE English Language Grade 6 or above;
- IELTS overall score of 7.5 or above;
- No IELTS component score below 7.0; and
- Year 12 examination results that meet the entry requirements of their first-choice university.

Students meeting these criteria will attend a review meeting with the Headteacher before a final decision is made regarding discontinuation of EAL lessons.

Exceptional Circumstances

The school reserves the right to continue EAL provision where professional judgement indicates that additional language support would benefit a student's academic progress, university preparation, or successful access to the curriculum.

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