

A9 English as an Additional Language (EAL) Policy

The Purcell School is committed to providing support for students whose first language is not English to ensure they achieve their full academic potential and meet the requirements for higher education in the UK. This policy outlines the provisions and support available for EAL students at different stages of their education.

At The Purcell School we are committed to ensuring that:

- All EAL students develop proficiency in English to access the full curriculum.
- Students are prepared for recognised English Language qualifications required for progression to higher education, including universities and conservatoires.
- We foster an inclusive environment where all students feel valued and supported.

1. EAL in the Lower School (Years 7 to 9)

1.1 Identification and Assessment

EAL students will be assessed to determine their level of English proficiency either upon admission or remotely once they have accepted a place at the School, during the transition period prior to the start of term. Remote assessments will be conducted by EAL teachers, who will aim to be in contact with the student and their parents during the latter half of the Summer Term prior to admission in September. This ensures that appropriate support strategies are in place from the start of term. Regular monitoring and assessment will be conducted to track progress and identify areas needing additional support.

1.2 Support and Intervention

EAL students will receive tailored support from specialist EAL teachers. Small group or one-to-one sessions will be provided focusing on vocabulary, grammar, reading, writing, speaking, and listening skills. Students will be integrated into mainstream classes with appropriate differentiation and support from subject teachers.

1.3 Curriculum Access

EAL students will have access to the full curriculum with modifications as needed to ensure comprehension and engagement. Use of visual aids, bilingual resources, and technology to support learning is encouraged. Students may borrow bilingual dictionaries from the EAL department to aid in their classwork but teachers will monitor to ensure that they do not become reliant on digital translation tools.

2. EAL for Students Studying GCSE (Years 10 and 11)

2.1 Identification and Assessment

EAL students will be assessed to determine their level of English proficiency either upon admission or remotely once they have accepted a place at the School, during the transition period prior to the start of term. Remote assessments will be conducted by EAL teachers, who will aim to be in contact with the student and their parents during the latter half of the Summer Term prior to admission in September. This ensures that appropriate support strategies are in place from the start of term. Continuing students will undergo an assessment of their English proficiency to ensure appropriate support and intervention is in place. The EAL Department will assess, in collaboration with the Head of English, whether it is appropriate for these students to take the English as a Second Language iGCSE exam instead of the First Language English GCSE exam.

2.2 Support and Intervention

EAL students will receive tailored support from specialist EAL teachers, with a focus on developing academic language and subject-specific vocabulary. Small group or one-to-one sessions will be provided targeting GCSE exam preparation, including reading comprehension, essay writing, and oral presentations.

Regular feedback and progress reports to monitor improvement and adjust support strategies will be shared with parents, guardians and houseparents.

2.3 Curriculum Access

EAL students will have access to the full curriculum with modifications as needed to ensure comprehension and engagement. Use of visual aids, bilingual resources, and technology to support learning is encouraged. Students may borrow bilingual dictionaries from the EAL department to aid in their classwork but teachers will monitor to ensure that they do not become reliant on digital translation tools.

Differentiation within mainstream classes is embedded in schemes of work in order to cater to the needs of EAL students. Collaboration between EAL specialists and subject teachers is regular and consistent to ensure students can access and engage with the GCSE curriculum.

3. EAL in the Sixth Form

3.1 Identification and Assessment

EAL students will be assessed to determine their level of English proficiency either upon admission or remotely once they have accepted a place at the School, during the transition period prior to the start of term. Remote assessments will be conducted by EAL teachers, who will aim to be in contact with the student and their parents during the latter half of the Summer Term prior to admission in September. This ensures that appropriate support strategies are in place from the start of term.

Continuing students will undergo an assessment of their English proficiency to ensure appropriate support and intervention is in place. The EAL department will assess their readiness for examination in recognised English qualifications.

The EAL Department will assess, in collaboration with the Head of Sixth Form, whether it is appropriate for these students to have an adapted curriculum (see 7.). Students who do not require additional EAL lessons beyond exam preparation will plan the most appropriate time to sit the examination.

3.2 Support and Intervention

Sixth Form EAL students will all be prepared for recognised English qualifications such as the IELTS exam or the Cambridge Advanced English tests. They will be taught in individual and small group sessions, with differentiation as appropriate, to ensure that they develop the four key language skills: reading, writing, listening, and speaking.

The EAL department will use practice tests and exam strategies to build confidence and proficiency. Regular feedback and progress reports to monitor improvement and adjust support strategies will be shared with parents, guardians and houseparents.

3.3 Higher Education Preparation

All students are provided guidance and support in meeting the English language requirements for UK universities and conservatoires. When a student gains an offer from a university or conservatoire, they will look with the EAL coordinator at the specific English language requirements for their course. The EAL coordinator will then work with them to ensure that any required examinations are sat at an appropriate time.

Once students have achieved their qualifications at the level required for access to Higher Education, they will continue attending EAL lessons which will focus on academic writing, presentation skills, and other relevant areas for higher education success.

4. Monitoring and Evaluation

The Head of Sixth Form and Director of Teaching and Learning will regularly review the EAL policy to ensure it meets the needs of students and aligns with best practices. Feedback from students, parents, and staff will inform policy updates and improvements.

5. Roles and Responsibilities

5.1 EAL Coordinator

The EAL Coordinator will oversee the implementation of the EAL policy and support provided to students.

5.2 EAL Teacher(s)

EAL teachers will deliver targeted support and work collaboratively with subject teachers. They will work with subject teachers to differentiate instruction and provide support to EAL students within their classes.

5.3 Senior Leadership Team

The Senior Leadership Team will ensure adequate resources and training are available to support the EAL program. Day to day management will be overseen by the Director of Teaching and Learning.

6. Examinations

International students are required to be able to prove their level of English Language ability should they intend to remain studying in the UK after leaving The Purcell School. Higher Education establishments are required under UKVI rules to ensure that students prove that they are able to access the level of English required for the course. Different institutions may have slightly different requirements but generally students should expect to be able to demonstrate English to B2 standard on the Common European Framework of Reference for Languages (CEFR) in all four components (reading, writing, speaking, listening)¹. This is equivalent to

- An overall IELTS score of 5.5 in all four components
- An overall score of 160-179 in the Cambridge Advanced Certificate (C1) in English, with no less than 160 in any component

Many institutions will waive the English Language requirement providing education from Year 10 upwards (including a First Language English GCSE) has been taken in English in the UK. However, the EAL department will need to work with students to ensure that they reach the required standard in examination for progression to Higher Education.

6.1 Available Qualifications

The school will facilitate the following examinations:

- Year 11
 - GCSE English (First Language) *or*;
 - iGCSE English as a Second Language

¹ As detailed on the Government website (<https://www.gov.uk/student-visa/knowledge-of-english>) and laid out explicitly on each individual institution's own website

- Year 13
 - IELTS or;
 - Cambridge Advanced Certificate (C1)

The expectation is that students will take these examinations in the final year of their course (Year 11 or Year 13). In some circumstances it may be advisable to take the examination early, particularly in the case of Sixth Form students, but this should be discussed with the Head of Sixth Form before any final decision is made.

6.2 Costs

As all students must sit an English Language examination at GCSE level, the cost of these examinations will be included for all students regardless of whether the examination is for First or Second Language English.

The School is unable to provide higher level English qualification examinations as part of our examination portfolio and, as such, these exams must be booked in an external centre. A list of available centres can be found online:

- IELTS: <https://ielts.org/test-centres>
- Cambridge C1: <https://www.cambridgeenglish.org/find-a-centre/find-an-exam-centre/>

The cost can vary for different examinations and locations and, as a result of our visa obligations towards international students, the cost must be shared between the School and the parent:

- The School will contribute £100.00 towards the cost of the examination and parents should expect to pay the balance
- For ease of administration, the School will pay the full amount of the examination and recharge the parent on their school bill for the remaining balance

Sixth Form students wishing to take the examination must complete the EAL Examination booking form and await confirmation from the Head of Sixth Form before completing the booking. The Head of Sixth Form will confirm with the student via email within 5 working days. Should a student fail to reach the level required in their examination, the School will facilitate a resit of the examination as required, although the full cost of the resit will be recharged to the parent on their school bill.

7. Curriculum and Adaptations

The Purcell School believes that students should have access to an appropriately rigorous curriculum at all levels. The School recognises, however, that some students for whom English is an additional language may require an adapted curriculum to allow them to fully access their required courses.

If a student's English language needs are deemed to require an altered curriculum, a discussion should be had first with the Director of Teaching and Learning (Years 7 to 11) or the Head of Sixth Form (Years 12 and 13) who will make the final decision

The expectation is that students at GCSE will take either First or Second Language English alongside the standard range of subjects. However, it may be that additional English support may be offered in place of another language (French or German)

The expectation is that students at A-Level will take EAL lessons in addition to their standard course load of three subjects (one of which will be Music). It may be such that additional English lessons may be offered in place of a third subject, but this will usually only be for students with specific needs.

Students with a reduced curriculum as a result of their English needs should expect to continue their EAL lessons until academic lessons finish during the Summer Term. It is unlikely that they will be ready to sit an examination before this point, although if they do complete the examination earlier they should use the remaining lessons for additional support in the run up to their A-Level examinations.

<i>Policy author / reviewer:</i>	<i>Policy date / review date:</i>	<i>Next review due:</i>
Ziggi Szafranski	September 2024	September 2025
T.Burns	September 2025	September 2026