
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Policy Custodian: Deputy Head (Academic)

Approving Body: MTS Senior Leadership Team

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(This policy does not apply to Merchant Taylors' Prep.)

Introduction

The school considers a pupil has English as an Additional Language if they have a first language which is something other than English, regardless of how proficient they become in English. In common with many schools in the metropolitan area, MTS is an ethnically diverse community. However, the majority of the pupils at MTS have English as their first language and very few pupils require EAL provision as those with EAL are generally already fluent English speakers at entry.

Nevertheless, we have many pupils who are familiar with languages other than English. Some may have an affinity with ceremonial languages while others are advanced multilingual and some may have been in English-speaking environments for only a few years at admission. For this reason, we recognise that pupils with EAL are a heterogeneous population, requiring a flexible and sometimes bespoke approach to their support.

Policy

competitive entrance examinations means that all but a handful of pupils in the school are fluent. Attainment in English or English Literature is comparable with all other externally schools.

EAL support is arranged by the Learning Support Department, who consult with other academic departments as needed. The principal aim of this support is to give all students, who have a recognised EAL need, support with their language development and the confidence to deal with all of their studies, extra-curricular activities and social interactions while they are

Where a pupil with EAL is identified, the Learning Support department will conduct a review to determine their level of language development and what support or monitoring is most appropriate:

| English Development Level | Support Provided |
|----------------------------------|---|
| A New to English | QFT supported by a pupil fact sheet, in class support and modified curriculum |
| B Early Acquisition | QFT supported by a pupil fact sheet, in class support and modified curriculum |
| C Developing competence | QFT supported by a pupil fact sheet and regular in class support |
| D - Competent | QFT supported by a pupil fact sheet and in class support where necessary |

Appendix - English Development Levels

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language. Operates without EAL support across the curriculum.

Source: *English proficiency standards with English as a second language*