

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Applicable to:	RGS Guildford RGS Prep, including EYFS
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Executive owner:	Deputy Head
Date of last review:	June 2026
Date of next review	Trinity 2027

1. Introduction

The Royal Grammar School, Guildford and RGS Prep (together, “the School”) are committed to providing the highest standard of education and pastoral care. This policy reflects the School’s values, ensuring clarity and consistency for pupils, staff and parents.

Throughout this policy, the terms ‘child’, ‘pupil’ or ‘student’ are used to refer to all those attending the School. At the time of publication, the school is a boys’ school but is preparing to become co-educational. Nursery, Reception (Shell) and Year 3 at RGS Prep, and Year 12 (Lower Sixth) at RGS Senior will become co-educational from September 2027. Year 7 (1st Form) at RGS Senior will become co-educational from September 2028.

This policy sets out the aims and objectives of assisting students for whom English is an additional language at the School.

The government defines EAL learners as follows:

‘A student is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.’ (DfE Schools, students and their Characteristics July 2020)

The School has a number of students on roll who are exposed to a different language at home. In practice, for nearly all of these students English is their dominant language; if this is not the case, their level of fluency in English is generally such that they do not require specific intervention by the School.

The School aims to promote equity of opportunity for all learners for whom English is an additional Language (EAL) and to deliver a broad, balanced curriculum which reflects the needs of these children. These aims are in line with the School’s ethos of promoting inclusivity and tolerance, the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer.

2. Admissions to Senior School

EAL applicants are subject to the same admissions procedures as other applicants. Students take our 11+ examinations. EAL applicants sit all the same assessments as other candidates, that is all four ISEB Common Pre-Tests: English, Verbal Reasoning, Non-Verbal Reasoning and Mathematics, as well as our English Composition and classroom-based tasks.

Those with EAL needs identified on the application form or via their current school should be made known to the school in advance, particularly in relation to their performance in the English paper. Second interviews may also be given to students in this category. Access Arrangements, such as allowing the use of a bilingual dictionary, may be made, under certain circumstances. This policy supports the School in meeting its duties under the Equality Act 2010.

3. Provision

The School recognises that the needs of EAL students may change throughout their time at the school. Whilst some EAL students may need more structured support following admission to the school, other EAL students may not require any language support. Occasionally EAL needs may become more apparent higher up in the School, as the difficulty of the English met in various subjects may challenge a student's fluency and proficiency.

- All parents are asked to complete an EAL form upon entry to the school to determine which languages are spoken at home.
- At RGS Senior, the students themselves complete an EAL form on joining the school.
- At RGS Senior, staff will determine whether parent- or self-identified EAL students require any additional monitoring or support of their English.
- Those students who may require additional monitoring or support will have a student Profile document developed which will help guide teachers in their support.
- This information will be shared with all relevant staff.
- The School considers that all teachers participate in the teaching of English as well as in the teaching of their own subject area and thus share responsibility for the language development of EAL Students.

Where necessary, students with EAL are supported by:

- EAL students working at Stage A are 'buddied up' in lessons.
- Use of IT to support language acquisition and development.
- Language-enriched teaching.
- Additional support which can include small group intervention or 1:1 support.

In Prep, students are encouraged to attend Lates Homework Club where they can receive assistance. In Senior school, students are encouraged to attend subject support sessions.

4. Identification

Additional languages spoken by students should be brought to the School's attention during the admission process. However, if concerns are raised that a student is experiencing difficulties with learning related to EAL needs this will be raised with the Head of Learning Support.

An EAL student is a student who has English as an additional language. This includes students who are fully bilingual and all those at different stages of language acquisition. Our EAL students may be:

- New Arrivals (from a foreign country and school)
- New Arrivals (from a foreign country but an English-speaking school)
- Born abroad (but moved to England at some point in their childhood)
- Born in the UK (but their family do not have English as their first language)

Within the School, the following EAL stages are used:

- A = New to English
- B = Early Acquisition
- C = Developing Competency
- D = Competent in English
- E = Fluent in English
- N = Not yet assessed

Descriptors of each stage can be found in Appendix 1.

5. EAL in Context

The EAL register at the RGS School is a live document, updated as students arrive. We have students from a range of countries and the celebration of this diverse student population is embedded throughout the school.

6. Assessment

In order to decide which EAL stage is most appropriate for each EAL student, assessments can be made through a variety of methods:

- An analysis of the initial identification information from parents / guardians and previous schools
- Entrance paper
- Work sampling
- Staff comments and observations
- Input from students themselves

Students will then be assigned an appropriate EAL stage (A-E) and this information will be recorded onto the EAL register. Staff will be able to access all relevant information. Using this information, decisions will be made on the most appropriate provisions for individual students.

The RGS recognises that most EAL students needing support with their English do not have SEN needs. However, should SEN needs be identified during initial assessments or observations, EAL students will have equal access to school SEN provision, in addition to EAL.

The school maintains a register of students who have EAL and updates this annually. This is shared with all staff along with any additional information on the students' learning needs and how they might be met in the classroom.

Appendix 1 – EAL Stage descriptors

English proficiency

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 his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.