



**CITY OF LONDON SCHOOL FOR GIRLS**

**ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**  
**POLICY**

Policy last reviewed by:	Kathleen O'Connor and Emma Heseltine
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Approved by:	
Date approved:	

# 1. Introduction

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

## 2. Definition

An EAL pupil is a pupil whose first language is not English. An individual's first language is considered to be that to which she was initially exposed and which has continued to be the primary language used at home.

As a school at the heart of a city that serves a global community, the school recognises and welcomes the multi-lingual abilities of its pupils and its social and cultural diversity are central to the school's identity. However, as an academically selective school, all pupils need to have a level of English proficiency that enables them to benefit from the education the school provides.

## 3. Objectives

We promote the principles of fairness and justice for all through the education that we provide in our school, so that our pupils are able to realise their full potential academically and socially and to develop as responsible citizens.

We aim to achieve the following objectives:

- To support EAL learners in their development of English language skills;
- To monitor the progress of EAL learners;
- Ensuring that every teacher is aware that they have responsibility for the language development of an EAL learner;
- The Learning Support Co-ordinator oversees the identification, monitoring and provision of EAL learners and their progress.

## 4. Identifying EAL

The school refers to the Department for Education's EAL guidance to make a 'best fit' judgement as to the overall proficiency of English stage to which the learner most closely corresponds<sup>1</sup>. It also follows advice and guidance from NALDIC (National Association for Language Development in the Curriculum) and The Bell Educational Trust when assessing and supporting learners.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665127/Data\\_on\\_pupil\\_nationality\\_country\\_of\\_birth\\_and\\_proficiency.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665127/Data_on_pupil_nationality_country_of_birth_and_proficiency.pdf)

The nature of CLSG is such that all pupils are at least competent users of English; entry requirements to the school's Prep and Lower School consists of successfully completing an academically challenging examination whilst, at Sixth Form, a minimum grade 7 (or equivalent) in GCSE English is required, along with a minimum GCSE grade 7 in those subjects the pupil wishes to study.

Information regarding a pupil's first language and level of fluency is sought upon application to the school, whilst other sources of information, such as baseline assessments and monitoring of attainment and progress, can help assess a pupil's fluency.

The above information is stored safely and securely on the school's network and data management system. Relevant information is shared with teachers, in conjunction with and agreement from the pupil and her family.

## **5. Provision**

For some pupils, additional language support may be required at different stages along their educational journey at CLSG.

Subject teachers are expected to provide support to EAL learners with the development of fluent written expression and the acquisition of subject specific language.

Whilst specialist EAL teaching is not provided at the school, the Learning Support Department are able offer linguistic support in developing written fluency, idiomatic expression and support for the understanding of subject specific vocabulary.