



GIGGLESWICK SCHOOL

English as an Additional Language Policy

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1 INTRODUCTION

This policy is a statement of Giggleswick School's ("the School") aims and strategies to ensure that all pupils with English as an additional language (EAL) fulfil their potential. This policy supports Giggleswick School's compliance with the Independent Schools Inspectorate (ISI) Inspection Handbook. It sets out the school's approach to assessment, monitoring, curriculum access and adaptive learning strategies for pupils for whom English is an additional language

The School ensures that EAL pupils have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum. The pupils are encouraged to have social interaction with English-speaking pupils and to integrate fully into school life.

We value and celebrate bilingualism and multilingualism, as it broadens the mind and the understanding of different cultures. In school, we host a variety of CASE activities such as British Sign Language, Japanese, Mandarin and Russian , International Film and Languages CASE in the Prep School. We fully support our International Student Committee to organise and deliver international events and presentations for the pupils at the Senior School, Prep School and local schools to educate each other about different cultures.

2 THE ROLE OF THE HEAD OF INTERNATIONAL STUDENT SUPPORT (HISS)

The role of the HISS is to support the welfare needs and cultural integration of international students as well as leading and advising on whole school EAL teaching and learning strategies.

3 THE SCHOOL CONTEXT

EAL pupils come from a variety of countries, where some have learned English for a number of years, while others are comparatively new to English. Some EAL pupils may be the only speaker of their language in their class or school. Many pupils come to be educated in English to study in English-speaking universities. Like all pupils in the school, EAL pupils are given appropriate assistance to settle in, e.g. by being 'buddied' with a pupil of the same nationality, or a different nationality with the same interests.

3.1 PROVISION

In all subjects the principal language of instruction is English. The School seeks to meet the needs of pupils whose language is not English by doing the following:

- All new EAL pupils start four days before the Autumn term to attend English lessons, school familiarisation activities and team building activities. The parents, guardians and agents are also invited to meet key members of staff, establish reliable methods of communication and confirm any further SEND or medical needs.
- One-to-one English lessons are offered if necessary and the more able pupils are encouraged to join mainstream English lessons. In the first instance, this is judged on their Quest score from the admission process and CEM centre data on arrival in relation to their age and year group. This is then closely monitored by the HISS, tutors and Director of Studies every 6 weeks in Pupil Progress Reports. .

- Sixth formers are given one hour per week of lessons to prepare them for the IELTS qualification.
- Year 10 and Year 11 pupils are prepared for iGCSE English as a second language examination over a one or two-year course. Year 10 and Year 11 pupils are taught for 4 hours per week.
- Year 9 pupils are currently taught in separate EAL lessons, 4 hours a week, that are timetabled against mainstream English lessons, to allow the opportunity for pupils to transfer to mainstream English. This is assessed on progress made in Pupil Progress Reports .
- Year 7-8 pupils are currently taught English in mainstream English lessons. However, provisional 1:1 EAL support is timetabled at the same time, if Pupil Progress Reports indicate that more support is required.
- Integration is encouraged through activities in house, half-termly events run by the International Student Committee (International Food Festival, Christmas Market, Chinese New Year), dishes prepared by the kitchen staff to celebrate national days and information on cultural traditions shared through Chapel.
- Any concerns are flagged to Senior House Staff (SHS), Tutors, Head of International Student Support and Director of Studies. 1:1 EAL can be provided, but EAL classes tend to be smaller and tailored to the needs of the pupil. INSET is also provided to help support teaching and learning for EAL speakers (use of technology, cultural awareness, vocabulary lists).

3.2 Assessment & Monitoring

- During the admissions process, the pupil will complete the Quest tests in English, Maths, Verbal and Non-Verbal reasoning. The tests are adapted by Quest to meet the needs of EAL learners. The pupil's level of spoken English will also be reported on the interview notes by the assessor.
- On arrival, the Director of Studies will further assess the pupil through age-appropriate CEM centre testing (MidYis, Yellis, Alis). Results are logged on AAH student data folder within 5 working days and shared with subject teachers, tutors, SHS. Academic progress is then monitored half termly using the Pupil Progress Reports available on ISAMS and the PPR tracking spreadsheets on AAH sharepoint which is analysed by the pupil's tutor, SHS, HISS and Director of Studies
- Academic concerns are passed on to tutors, SHS, Director of Studies and Head of Learning Support if suitable. Any pastoral concerns are passed on to tutors, SHS and the Assistant Head (Pastoral) . The Head of International Student Support will also be notified to advise and ensure relevant EAL strategies are in place.

3.3 SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) AND GIFTED & TALENTED PUPILS

Should SEND or More Able Gifted & Talented be identified, EAL pupils have equal access to the School's provision.

3.4 Exam Access Arrangements

Decisions on exam access arrangements follow JCQ/CIE guidance. A formal evidence trail of need must be maintained; where a language limitation appears to mask SEND, the Head of Learning Support will lead and coordinate a SEND assessment before access arrangements are considered.

3.5 KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit. Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible.

Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for many years.

Language develops best when used in purposeful contexts across the curriculum, and when the pupil is able to share that information with an English-speaking pupil.

The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

A clear distinction should be made between EAL and Special Educational Needs and Disabilities.

4 RESPONSIBILITIES

4.1 SUBJECT TEACHERS

Subject teachers have a responsibility to:

- ensure that EAL pupils have access to key vocabulary lists;
- support EAL pupils through adaptive teaching in class;
- attend termly CPD either at INSET or through lunchbytes, led by the HISS, to ensure up to date provision on EAL adaptive teaching strategies, how to interpret CEM data in relation to EAL learners and training on digital access tools (Microsoft Immersive Reader, translate tools on live powerpoints, etc.) and trial these with pupils in the class to ensure full access to the curriculum;
- highlight concerns and pass them on to SHS/tutors/Head of International Student Support ;
- be aware of any EAL pupils receiving one-to-one English in addition to EAL English lessons;
- regularly observe, assess and record information about pupils' developing use of language; and
- take account of the linguistic, cultural and religious backgrounds of families, when planning the curriculum.

4.2 TEACHING STRATEGIES

- Classroom activities have clear aims and use appropriate materials and support to enable pupils to participate in lessons;
- Key language features of each curriculum area, e.g. key vocabulary, use of language, forms of text, are identified and pre-taught if possible;
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play;
- Pupils have access to effective staff and peer models of spoken language;
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture;

- Additional verbal support is provided, e.g. repetition, modelling, peer support;
- Use is made of collaborative activities that involve purposeful talk to encourage and support active participation;
- Where possible, learning progression moves from the concrete to the abstract;
- Discussion is provided before, during and after reading and writing activities;
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

4.3 PARENTAL INVOLVEMENT

Staff strive to encourage parental involvement by:

- delivering presentations to new international parents on arrival in September to ensure full understanding of the school's values and ethos;
- welcoming visits to school and attendance at key events throughout the year;
- providing regular updates on a child's progress;
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communication.