DAUNTSEY'S SCHOOL

EAL POLICY

The UK Government defines EAL (English as an Additional Language) learners as:
'A pupil 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, Pupils and their Characteristics July 2020).

Dauntsey's School recognises multilingualism as an asset and values the linguistic and cultural diversity of its community. Supporting pupils who use English as an Additional Language is a whole-school responsibility shared by all staff. Pupils are encouraged to develop both English proficiency and their home languages as part of their academic, personal and social development.

Historically, the vast majority of the EAL learners at Dauntsey's School have been boarders at the School and have resided overseas during school holidays: this though has changed to a small extent in recent years due to the geo-political situations in certain parts of the world and can include pupils from the UK.

The EAL Department exists to supply English Language skills to those pupils in need, to enable them to succeed in their studies Pupils are prepared for public exams - IGCSE ESL in Fifth Form and IELTS in Lower Sixth Form.

The aim of the EAL Department is to give each pupil sufficient competence in language to be able to deal successfully with subject work, social situations and the day-to-day requirements of studying at Dauntsey's School and living in a different country.

The Department plays an important role in settling new pupils into the routine and expectations of the school. Any issues concerning homesickness, settling in, schoolwork etc. are passed onto house tutors. Guidance about school regulations, differences in teaching styles and expectations is given to the new pupils. This support is to help pupils adjust to and understand their new learning and living environment.

The Department can help with colleagues' understanding of cultural differences and expectations. This knowledge of overseas pupils' experience of education will help staff understand the new pupils and their behaviour in class. While the EAL Department provides specialist support, the education and progress of EAL learners is a whole-school responsibility. All teaching staff are expected to make reasonable adjustments to ensure that EAL learners can access the curriculum and demonstrate their understanding. The EAL Department works collaboratively with subject teachers to develop effective classroom strategies and can provide guidance on differentiation, resource design, and language-supportive teaching approaches. Effective provision for EAL learners may include:

- Explicit teaching of subject-specific vocabulary.
- Use of visual scaffolds and other contextual supports.
- Modelling of academic language and subject-specific writing conventions.
- Structured opportunities for speaking and language practice.
- Adaptation or simplification of texts where appropriate.
- Maintaining high expectations for achievement and participation.

By embedding these strategies within everyday teaching, staff help ensure that EAL learners are fully included in school life and are able to achieve their academic potential across all areas of the curriculum.

Each year the Head of Department gives a presentation to new members of academic and pastoral staff as well as ECTs so that they are fully aware of how overseas pupils can be supported academically, linguistically and pastorally. In the fortnightly department meeting, pastoral matters are a standing agenda item and any issues arising are reported to relevant House Staff.

The Department aims to be an 'open house' for both pupils and staff. We offer both pastoral and educational support. Additionally, the Department operates the EAL club which can focus, according to demand, on informal help with linguistic matters, boardgames and chat. The Club is open to all members of the school community. It is hoped that this will help integration and understanding across the age groups and nationalities.

There are currently three members of the EAL Department -

Miss Kathy Dilworth, Head of EAL
Mr S J Moss, Teacher of EAL and Classics
Miss Bea Watts, Teacher of English and EAL

Further details on roles can be found in Appendix 2

Assessment and Syllabus

All overseas pupils are assessed prior to arrival using the online Password platform. The resulting Password report provides a CEFR level, which is used to determine the appropriate timetabled EAL provision. CEFR results and assessment reports are available to teaching staff via SharePoint, alongside individual EAL Learner Profiles.

EAL Learner Profiles include the student's preferred name and pronunciation, nationality, English language proficiency level, and recommended classroom strategies to support learning. Further benchmark assessments are conducted upon arrival, and EAL provision and learner profiles are reviewed and adjusted as necessary to ensure that support remains appropriate to the student's needs.

All tests are carried out by the autumn half term, with results shared and discussed with the English department initially before liaising with House staff. Password provides the dept with a CEFR level which is recorded centrally and helps guide the EAL department on where to pitch materials and support. If it is felt that the pupils would be unable to thrive in mainstream English, they are offered EAL lessons in place of mainstream English or alongside mainstream English. Others remain in mainstream English but can seek support from the Department to supplement their studies if this is required. Students' progress in speaking, listening, reading and writing is reviewed regularly alongside academic performance, teacher observations and pastoral feedback. The level and nature of EAL provision are reviewed periodically to ensure support is responsive to need. Where students demonstrate sufficient English language proficiency to access learning independently, EAL intervention is withdrawn, and students participate fully within the mainstream curriculum.

The EAL dept aims to provide subject specific support to pupils in 1st – 3rd Form, responding to the need of the pupils and in collaboration with subject teachers. Colleagues are welcome to ask for advice from the EAL department and may submit material which may be challenging to pupils who require some EAL support.

It is not always possible to lay down a structured overall EAL scheme of work because divisions by year group often bear no correlation to ability in English language. This is particularly true in the Lower school. The department has overall targets for each year group but will individualise these to meet all the pupils' needs and can be adapted as the year progresses.

Pupils in the Fourth, Fifth and Lower Sixth Form are entered for public exams and follow appropriate IGCSE ESL or IELTS schemes of work for each syllabus. Where a student's level of English proficiency is insufficient for effective access to IGCSE course content, an individualised programme of study is implemented. This programme addresses language acquisition needs, facilitates access to the mainstream curriculum, and supports progression towards IELTS examination readiness.

Upper Sixth Form pupils who do not achieve the IELTS bands they need for university entry at the end of Lower Sixth Form are given extra lessons to help them prepare for a further exam. Sixth Form pupils who decide not to take IELTS either due to their post-Dauntsey's plans or because they do not wish to re-take to secure the minimum writing band, are strongly advised not to drop IELTS. Those that pursue this must confer with the EAL dept, tutor, ZCR (Head of Upper School), JLJ (Futures) and their parents. A dropping IELTS form must be completed and returned to AJC before they have permission to drop IELTS.

Appendix 1 outlines the EAL Support and Qualifications at Dauntsey's School

The views and experiences of EAL learners are actively considered when developing and reviewing policy and provision. Student feedback is gathered through annual review discussions with EAL pupils, ensuring that provision remains responsive to learners' needs and supports their academic and personal development.

Monitoring and Marking

Monitoring is carried out in every language-based interaction in which a pupil is involved. Regular consultation with subject colleagues on an informal basis helps the EAL department to keep track of difficulties and successes. The pupils take part in school exams during the year when all subjects, including English, are examined.

Prep is set in accordance with School policy. Emphasis in marking is upon constructive and dialogic feedback and highlighting successful communication while accuracy is not neglected.

With increased pupil use of AI, written work is set and completed in class and on paper.

Department Training

Staff attend and undertake appropriate courses when possible. Timetabled staff meetings (as well as other ad-hoc discussions) are held to discuss individuals and groups and to develop programmes of support. Sharing good practice is a recurring agenda item for the Department's meetings.

IELTS and IGCSE ESL marking is standardised in house each year to ensure our marking meets the exam criteria.

Each year the EAL Department is represented at the TEFLIS Group Meeting to receive training and exchange ideas with other specialists in similar independent schools.

Equal Opportunities, SMSC and EDI

The EAL Department operates an Equal Opportunities Policy in line with School policy. The Department exists to promote the welfare of EAL students. They are encouraged to play a full part in both the academic and the social life of the School. There is an International Society which provides opportunities for pupils to take the initiative in social life and which actively encourages social integration between pupils of different nationalities, including British pupils. There are a number of lessons throughout the school year focussing on a range of SMSC and EDI topics in which pupils are given the opportunity to ask questions, express opinions and be creative.

Dauntsey's School EAL Figures as of September 2026

There are currently approximately 57 pupils with EAL at the School 34 of whom are currently in EAL lessons at the School:

First Form	1
Second Form	2
Third Form	5
Fourth Form	3
Fifth Form	6
Lower Sixth Form	11
Upper Sixth Form	1

Contact with Parents and Guardians

Each School year group has one parents' meeting per academic year and the EAL Department is represented by teaching staff at these evenings. If the EAL pupils' parents/ guardians are unable to attend these evenings, the Department will write a brief report in lieu of a face-to-face meeting. The Department is also very happy to offer online meetings on Microsoft Teams should parents prefer this either at these times or at other junctures during the school year.

Able, Gifted and Talented Pupils

The EAL Department provides a range of activities and enrichment opportunities for all EAL pupils along with the AGT among the group to lead, thrive, shine and shape at Dauntsey's School including the following annual events –

EAL Christmas party	Autumn Term	WDR	All EAL pupils
EAL Poetry slam	Autumn Term	WDR	All EAL pupils
EAL Debates/ Public Speaking Competitions	Spring Term	WDR	4th Form L6th Form
EAL Debates/ Public Speaking Competitions	Summer Term	WDR	4th Form L6th Form
Vocab Week Story Competition	Spring Term	In dept	1st - 3rd Form comp 4th - U6th Form comp (whole school)
Poetry, hot chocolate and pastries Event	Spring Term	WDR	All EAL pupils
500 Word Story Competition	Summer Term	In dept	1st-4th Form

(Events and times may vary year on year)

Devices

Since September 2024, all pupils within the school have been expected to use their own devices in class. The EAL Department follows the general school policies on device use in class while still using paper tasks in order to prepare pupils for their public exams. These pieces of work are scanned and uploaded to OneNote. The dept follows a OneNote set-up to ensure continuity across the classes.

K Dilworth
Head of EAL

Reviewed: September 2026
Next Review: September 2027

Appendix 1

EAL Support and Qualifications at Dauntsey's School

First to Third Form pupils are taught in small groups. The schemes of work for these courses are determined by the needs and levels of the pupils within the groups. Humanities and Science CLIL (Content and Language Integrated Learning) forms a key part of the school's EAL provision. CLIL classes are designed to prepare students for successful access to the Lower School curriculum by developing both subject knowledge and academic English simultaneously. Through carefully scaffolded instruction, students engage with Humanities and Science content while explicitly developing the Cognitive Academic Language Proficiency (CALP) required for success across the curriculum. The CLIL programme supports students in moving beyond basic interpersonal communication skills to acquire the specialised vocabulary, language structures, critical thinking skills and academic literacy needed to participate confidently in mainstream lessons.

Fourth and Fifth Form pupils either study GCSE English Language and Literature with the English Department, typically requiring a CEFR level of B2 or above, or IGCSE English as a Second Language with the EAL Department, generally suitable for learners working at CEFR B1.

We currently use Cambridge Assessment International Education's English as a Second Language (Speaking Endorsement) (0993) as the basis of the course, with Grade 9 being the highest grade awarded.

Syllabus overview

The syllabus:

- is suitable for learners whose first language is not English
- develops learners' ability to understand and use English in a range of situations
- builds learners' awareness of the nature of language and the four language-learning skills: reading, writing, listening and speaking
- focuses on practical communication for everyday use, which can also form the basis for further, more in-depth language study
- develops transferable skills to complement other areas of the curriculum.

Cambridge IGCSE English as a Second Language is designed for learners who already have a working knowledge of English. Where a student's English proficiency is not yet at a level that allows them to access the GCSE or IGCSE curriculum, they instead attend EAL classes tailored to their language needs, alongside introductory IELTS preparation to support future IELTS study in the Sixth Form.

Lower Sixth Form pupils work towards taking the IELTS (International English Language Testing System) examination in the Summer Term. The course is designed to further enhance pupils' academic English, develop their essay writing and analytical skills, support their studies across the curriculum, and help them meet the entry requirements for their chosen universities.

Should a pupil not achieve the overall band score or writing score required for Higher Education, one-to-one or small group support can be arranged in the Upper Sixth to help them prepare for and retake the examination.

The highest IELTS band score is 9, which denotes an Expert User. Further information about the examination and its assessment criteria can be found here: https://takeielts.britishcouncil.org/

Lower Sixth Form EAL pupils generally receive four timetabled IELTS lessons per fortnight. However, depending on their A Level subject choices and EPQ commitments, some of these sessions may take place during Long Break or Prep.

Appendix 2

Roles and Responsibilities

The Head of EAL is responsible for EAL provision at the School. They lead a team of two teachers and assist with the admissions process for prospective EAL pupils. The Head of EAL is line-managed by the Head of Inclusion.

The key responsibilities of the EAL teachers include:

- Delivering specialist EAL exam classes as an alternative to English Language and Literature for international pupils who require this support.
- Delivering EAL support to pupils alongside their academic subjects.
- Advising staff and EAL pupils on pre-entry English requirements for Higher Education.
- Advising teaching colleagues on how to help pupils with EAL in their classes.
- Liaising with pastoral (House) staff and pupils' parents/ guardians through the School reporting systems, parents' meetings and responding to enquiries.
- Celebrating the cultures, languages and diversity of our pupils.
- Adhering to all Dauntsey's School policies and procedures.