



NORWICH SCHOOL

English as an Additional Language (EAL) Policy

This policy is reviewed by the Director of Studies / Director of the International Programme and ratified by the Council of Management annually. This policy was last reviewed and agreed in Trinity 2025. It is due for review in Trinity 2026.

Confirmed by:

David Farr	Deputy Head (Director of Studies)	Trinity 2025
Steffan Griffiths	Head	Trinity 2025
Andy Wood	Chair of Governors	Trinity 2025

Version Control

Version number	Date issued	Author / key contact	Change(s) summary <ul style="list-style-type: none">Minor changes can be authorised by a senior staff member and do not need formal approval.Major revisions require approval through the confirming authority (typically a Committee)
1.0	Trinity 2022	Will Croston / David Farr	
1.1	Trinity 2023	David Farr	Reviewed – No changes
1.2	Trinity 2024	David Farr	Paragraph added to 'Organisation of teaching groups and lessons' re provision for pupils below Sixth Form.
1.2	Trinity 2025	David Farr	Reviewed – No changes

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Policy Statement

English as an Additional Language (EAL) at Norwich School aims not only to give the pupils the knowledge and skills to pass any English Language requirements set by universities or the UK Visas and Immigration (UKVI) but also to support and to develop pupils' abilities to communicate effectively in speech and writing in a variety of settings in a language which is not their first language.

EAL should support and develop pupils' appreciation and knowledge of British culture, manners and behaviour while maintaining their indebtedness to their own.

EAL should enable pupils to undertake and complete their studies in all subject areas successfully whilst moving onto the next stage of their academic journey.

Aims and objectives

EAL provision is available, in principle, to all pupils whose first language is not English. In practice, many EAL pupils will neither need nor want language support. Additionally, the School's ability to help individual pupils may be restricted by either available resources or timetable considerations.

Subject to the above, the School aims to:

- Assess proficiency in English of all EAL pupils new to the School and communicate this to the staff, together with any other relevant information as requested.
- Provide preparation for International English Language Testing System (IELTS) for pupils who may need it for university entrance or other purposes.
- Support EAL pupils in specific subjects they are having difficulty with.
- Support EAL pupils with more general study skills including recognition of key vocabulary, understanding of instructions and producing acceptable academic writing in the context of specific subjects.
- Raise staff awareness of EAL issues as appropriate.
- Be aware of Child Protection and Safeguarding with regard to EAL students
- Keep parents and pupils clearly updated of progress through appropriate and timely assessment, half term grades, reports and parent evenings.

The EAL teacher(s) work with Learning Support, the Director of the International Programme and the Director of Studies.

Identifying EAL pupils who may need academic help

Information on potential EAL pupils, including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities, is normally obtained during the admissions process in advance of a pupil's arrival. This is done on the basis of Password test results with

an essay marked by the EAL teacher as well as reports from the pupil's previous school and impressions gained from interview, where available. Some entering the Sixth Form may also have taken International General Certificate of Secondary Education (IGCSE) first or second language or IELTS pre-arrival. Although this may be enough to meet university requirements, these pupils may benefit from a programme of academic writing and key vocabulary.

Following their arrival at the School, further assessment takes place by the EAL teacher with the results being clearly communicated to parents and pupils. EAL lessons as appropriate can then be arranged.

If any other needs are identified or reported from the previous school, then the SENDco will also become involved.

Organisation of teaching groups and lessons

Ideally, the EAL teacher arranges Sixth Form pupils' lessons in their study periods or if impossible in one of their sports sessions. Lower 6 and Upper 6 pupils will work towards IELTS if they have no IGCSE or equivalent Level 2 qualification recognised by universities or UKVI and the emphasis is on developing academic skills and vocabulary within the context of examination preparation.

Provision for pupils below Sixth Form will be shaped by the periods the EAL teacher has available and around the core subjects of the pupil, Maths, English and Science. While pupil preference for what subjects they would prefer to continue with is considered, it will not always be possible to accommodate this and the provision of EAL will take priority as determined by the school.

Lessons are conducted either on an individual basis or in small groups based on timetable constraints and pupil numbers. If, after assessment, there is an agreed need for further additional support there may be an additional charge through the fee bill.

Close informal links are maintained with relevant academic departments and with colleagues in Learning Support. Departmental Schemes of Work and department materials may be used to support pupil understanding. Individual pupils and their academic needs should be regularly discussed with the Director of the International Programme, with subject teachers and Heads of Department in order to make support lessons as relevant and useful as possible.

Mrs Bronwen Adams is the EAL qualified teacher.

EAL provision is very flexible in order to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities though all pupils have reached IELTS 5.5 equivalent as a condition of entry to the School, different linguistic needs and the different dynamics of class, small group and individual teaching. It is expected that lessons will involve pace, variety and challenge, encourage active learning and that adaptive learning or appropriate changes in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes. Expected learning outcome means the learning outcomes consistent with the curriculum

namely a suitable score in IELTS which will be different for each pupil according to their choices for the next stage of their academic journey.

Resources

The department has a wide range of resources available to it. These include reference materials: dictionaries, grammar and vocabulary books, and EAL course books. In addition, we have a wide range of materials for different activities, listening materials, exam practice materials and a small number of professional books.

Correction policy

We use a version of the British Council IELTS correction code to identify errors in our pupils' written work, eg, "T" to indicate an error in tense use. For example, IELTS Writing Task 1 and Task 2 scores are calculated using 4 criteria:

1. Task Achievement
2. Coherence and Cohesion
3. Lexical Resource
4. Grammatical Range and Accuracy

There are similar mark schemes in place for the other key skills.

An overall mark is given and a detailed evaluative comment made at the end of work handed in for marking. This refers to content and organisation of work as well as range and accuracy of language, identifies strengths and weaknesses and gives specific advice on how to improve future work. Summative comments on examination practice exercises reflect exam marking criteria. These criteria, as well as the specific comments made, are explained to pupils.

Assessment and reporting

The EAL tutor keeps a record of each pupil's progress. We follow the School's assessment policy reflecting achievement and effort in terms of letters and numbers. Reports and grade cards for the pupils specifically on the EAL programme will explain the nature of the work which has been done, how much pupils have progressed, areas of strength and for improvement, and a comment on attitude. The EAL teacher is also available at Parents' Evenings and given the distances involved, the EAL teacher is happy to respond to requests at any time for individual progress reports from parents and guardians but will also direct requests for more subject specific feedback to the relevant teacher or Head of Department.

Staff development

We encourage our EAL teacher to participate in professional development courses as appropriate.

Document control

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