



English as an Additional Language (EAL) Policy

The purpose of this policy is to describe how the learning needs of pupils who speak English as an additional language (EAL) are managed at the school. Its overarching aim is to ensure that boys have access to a broad, balanced curriculum suitable to their needs. This policy is written with regard to other school policies such as the *Accessibility Plan* and the *Equality Policy*.

Background to languages at St Martin's

Community and heritage languages

Boys at St Martin's speak many different community and heritage languages, including Gujarati, Punjabi, Russian and Urdu. A pupil's mastery of his community or heritage language may range from understanding and speaking just a few words, with grandparents for example, to complete fluency in the four language skills of listening, speaking, reading and writing. The school does not make provision for pupils to maintain heritage or community languages as part of its curriculum.

English language learning

English language is at the heart of the school as it is the main medium for thinking, teaching and learning. All teachers give attention to language development in their subjects. This ranges from nurturing the core skills needed for oracy and literacy to developing the specialist vocabulary pupils need to understand new concepts and the academic language needed for tackling senior school entrance examinations.

Other languages

In addition to English, pupils at St Martin's study both a modern and an ancient European language. Boys learn French throughout the school from Kindergarten to Year 8 and Year 6 pupils have a taster experience of three additional European languages: German, Italian and Spanish. Latin is taught to all pupils in Years 5-8. Some boys additionally take a course in ancient Greek in Year 8.

Identification of and provision for additional English language needs

At entry (whole school)

During the school's registration process, a boy's parents provide information about the languages he can understand as well as the languages used at home. This helps the school with its planning, as the relevant staff are then alerted to which boys may need additional support with language development. A pupil's language development is then monitored, and supported where necessary, until he has reached a level deemed equivalent to first language level.

In EYFS and Years 1-2

In Kindergarten, Reception and Years 1-2, boys' English language levels are regularly assessed through classroom observation as part of the school's usual monitoring procedures. If any additional language needs are identified, these are then addressed via differentiation in class or additional language instruction with a suitably qualified professional such as the Pre-Prep SENCo. Once a boy's English language has reached a satisfactory level, this intervention is ceased.



In the Main School

In Year 3, a pupil's form teacher is also his English teacher providing many opportunities for her or him to observe, monitor and support boys' English development. Where there are concerns about language development these are raised with the Learning Support Department and a language intervention may be put in place to support a pupil's language development.

In Year 4, English is taught in sets rather than forms and a boy's English teacher is not necessarily the same person as his Form teacher.

In Year 5-8, English is taught in sets by specialist English teachers. A boy may be taught in a small set in order to provide him with more personalised teaching than he would otherwise receive in a larger group. Language and literacy are also continuously taught in the context of other subjects.

Interventions in the Main School include:

- Individual lessons with a suitably qualified professional
- Small group lessons with a suitably qualified professional
- The opportunity to participate in clubs such as debating or drama to develop oracy (listening and speaking) skills
- The opportunity to participate in a reading or study skills club to develop literacy for academic purposes.

Cessation of interventions

Interventions will cease once a pupil's language is deemed to have reached first language level.