University Schools Trust
A transformational education

English as an Additional Language Policy

February 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
February 2026	All	Policy Rewritten and Format Changed

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a student as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a student.

A "Student" includes any incoming or current student at any School within the Trust. It also includes any individual who was previously a student at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term student is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

Policy specific definition is:

"EAL" refers to English as an Additional Language. The Department for Education defines an EAL student as having a: 'first language is other than English - that is: where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community.'

This definition includes students who:

- Arrive from other non-English speaking countries and whose first language is not English.
- Who have lived in the UK for a long time and may appear fluent, but who also speak another language at home.
- Were born in the UK, but their home language is not English.
- Have a parent(s) who speak a language other than English and the child has been exposed to that language and can communicate with in that language.

2. Scope of the Policy

This policy sets out the provision of English as an Additional Language (EAL) at Royal Greenwich Trust School (RGTS). It is to be reviewed annually by the Assistant Headteacher of Teaching and Learning, Head of Faculty for English, Whole School Literacy Lead and the EAL Co-ordinator in order to be in line with the most up-to-date interventions for young people.

3. Policy Aims and Ethos

As part of the University Schools Trust's (UST) overarching mission to "provide transformational educational opportunities for all pupils", Royal Greenwich Trust School (RGTS) strives to develop our students into fluent English communicators, who can operate across the curriculum and beyond their RGTS education to a level of competence equivalent to that of a student who uses English as his / her first language. Operates without EAL support.

This policy sets out the school's ambition to be 'future-focused' and inclusive in its provision of EAL for all relevant students, ensuring that they have access to opportunities that will empower them to be prepared for their future career ambitions.

4. Links to Legislation and Guidance Document

This policy utilises the Department for Education's English proficiency scale, which was initially published in 2016, to assess, plan for and track the progress of students identified as EAL. Thereby, developing and improving the EAL provision and ensuring that RGTS is fulfilling its legal duties to its students in line with EAL provision.

Further to these legislative links, this policy also utilises guidance from The Bell Foundation. The Foundation influences policy and practice across the UK by generating and disseminating research; through the robust assessment of projects to identify which techniques have the most impact in supporting learners with EAL; by contributing to the development of public policy; through keynote speaking at national conferences; and through the publication of articles and news stories.

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies:

- Admissions Policy
- Curriculum Statement
- Equalities and Diversity Policy

4.2. Relevant External Documents

This policy should be read in conjunction with the relevant statutory guidance:

"English proficiency of pupils with English as an additional language "Ad-hoc notice February 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868209/English_proficiency_of_EAL_pupils.pdf

5. Roles and Responsibilities

All EAL provisions are currently overseen and reported to SLT by the Assistant Headteacher of Teaching and Learning, Head of Faculty for English, Whole School Literacy Lead and the EAL Coordinator.

Coordination of EAL provision within year groups and curriculum areas is the responsibility of Heads of Faculty in partnership with Heads of Department, the Assistant Headteacher of Teaching and Learning, Head of Faculty for English, Whole School Literacy Lead, EAL Co-ordinator and Assistant Head of Key Stages.

5.1. Assistant Headteacher of Teaching and Learning

The Assistant Headteacher of Teaching and Learning has responsibility for setting the EAL strategy for the school, ensuring that the school is compliant with statutes on EAL provision and that resources are deployed in a cost-effective manner.

5.2. Senior Leaderhsip Team

The Senior Leadership Team, specifically those with oversight for a Year Group, are additionally responsible for ensuring that their respective Key Stages receive adequate and appropriate provision that supports students to progress into the next stage of their educational career.

5.3. EAL Co-ordinator

The EAL Co-ordinator is responsible for the implementation of the EAL strategy through the EAL Intervention Assistant, with a specific focus on the provision for students who have just entered the UK.

5.4. Heads of Faculty

Heads of Faculty should work with the Inclusion Team and EAL Co-ordinator to ensure their curriculum can be taught successfully to all students irrespective of those students with EAL.

5.5. Teachers

Teachers are responsible for ensuring that their lessons are designed to be inclusive, delivering high quality lessons that are engaging and allow students with EAL to develop at the same rate as those with English as their first language.

5.6. Heads of Year

Heads of Year should work within the Inclusion Team and EAL Co-ordinator to support students with EAL to integrate pastorally into the body of the school.

5.7. Form Tutors

Form Tutors are responsible for the delivery of tutor time provision that incorporates and supports students with EAL to become active members of their Tutor Group, removing barriers to learning through carefully employed strategies.

6. EAL Provision

The careers programme is rooted in the UST vision to create transformational educational opportunities for all students.

6.1. How long does it take to become bilingual?

- 2-3 years for BICS (Basic Interpersonal Communication Skills) spoken language
- 5-7 years for CALP (Cognitive Academic Language Proficiency) written, academic language

6.2. Factors Affecting Language Acquisition

- The learner's first or home language plays a significant role in the learning of an additional language (here English) in terms of cognitive, linguistic and socio-cultural influences.
- Learning an additional language will not necessarily proceed in an orderly and systematic fashion. Learners will use prior linguistic, learned and world knowledge. They will learn when there is a need to communicate and when to learn.
- Most EAL students should develop a functional level of English in their first two years (BICS), but they will need continued support for many years to develop the cognitive academic language proficiency (CALPS) necessary for academic success. Therefore, it takes 5-7 years for students to reach fluency and catch up with their peers.
- Learning a language and becoming bilingual is also about learning and living in different societies and cultures. It is not just about acquiring a new language, but also about understanding another culture and developing another identity.
- Compared to non-EAL peers, EAL students in the early stages of English proficiency perform at low levels, while the achievement of EAL students who were competent or fully fluent in English far outstrip that of pupils who are monolingual English-only.
- Overall, the findings of the research confirm that there is a strong relationship between stage of proficiency and performance.
- EAL students have to perform two roles – access the curriculum and learn English through the curriculum. They effectively have to learn the language whilst learning the content.

6.3. Measuring English Language Proficiency

In 2016 the DfE required all schools to collect 'Proficiency in English' data information on all their EAL students as a statutory requirement; however, the DfE have since made changes so that this will no longer be a part of the Spring School Census onwards.

Despite this decision by the DfE, as It is widely recognised that English proficiency is the major factor influencing the performance of pupils with English as an additional language, Royal Greenwich Trust School believe it is vital for the Inclusion Team, teachers and management for informing planning and targets in order to assess and support the impact Royal Greenwich Trust School's EAL Policy of teaching and learning as students move through the stages of proficiency.

The Proficiency in English levels with simple descriptors are attached (Appendix 2) and all staff should be familiar with them as EAL students are not a homogenous group. EAL students arriving in the UK with little or no English would be expected to progress through Levels A and B in two years (BICS) and through Levels C and D in five to seven years (CALPS).

6.4. How teachers personalise for EAL students

All teachers should use the following strategies:

- Encourage students to use their dual language dictionary
- Use Google Translate to translate key instructions / knowledge from your PowerPoints and print these off for students.
- Personalise Do Now tasks to include Key Word activities
- Personalise main tasks to include Gap Fill activities – backwards fading the degree of support i.e. starting with only a handful of words to fill, possibly including the first letter of the word and / or put an underscore for each letter.
- Use Google Translate to provide a summary in first language of text of longer extracts / sources. Use of laptops for students to work on resources using key words in mother tongue.
- Work in exercise books should remain written in English.

Ongoing CPD and guidance will be provided to teachers to support them in effectively personalizing their lessons for EAL students.

7. EAL New Arrival

7.1. The Educational Needs and Backgrounds of New Arrivals

• It is important to remember that new arrivals do not necessarily have a common set of educational needs and backgrounds, even if they come from the same country and/or culture. All of these factors will affect how they learn English.

• The simplicity of the term 'English as an Additional Language' (EAL) masks the complexity and diversity of this group of learners, and new arrivals are no different. Their language proficiency can range from 'New to English' to 'Fluent'. The student can arrive at any age and with widely different socio-economic and educational backgrounds. Some students may come from an advantaged context with a high standard of education; others may have had little or interrupted schooling or experienced traumatic events.

New arrivals may:

• Have had full schooling in another country
• Have had no previous schooling
• Have had interrupted schooling
• Be used to a different or alternative educational system
• Have been away from formal education for a long period of time due to moving countries and/or waiting for a school place
• Almost certainly be placed in a year group above what they were in (as primary schools in other countries start at age 6 or 7 and students are placed by month of birth starting in January, not in September as in the UK)
• Be literate in one or more languages
• Be illiterate and innumerate
• Have additional Special Educational Needs

- Be highly motivated
- Be gifted and talented
- Be refugees or asylum seekers, either as a family or an individual
- Be in care
- Be living with adults who are experiencing emotional difficulties or withdrawal themselves
- Have had no choice about moving to the UK
- Have attended one or more schools (in the UK and abroad) before here
- Come from a wide range of cultural, religious, national and linguistic backgrounds
- Be experiencing cultural disorientation as well as feelings of loss, grief and isolation
- Be in one of the four stages of cultural shock (honeymoon, frustration, adjustment or acceptance)

7.2. What challenges may EAL students face in the classroom?

- Difficulty understanding oral instructions
- Difficulty being able to read and write in English
- Difficulty being able to process language quicker than they are able to do
- Isolation – both academically and socially
- Frustration at not being able to express themselves and their ideas
- Little or no support from parents
- Primarily speaks English at School
- Limited Vocabulary
- Can be easily distracted
- Unable to write in Roman script

8. EAL Induction Programme

At Royal Greenwich Trust School, we aim to make the transition into secondary school as smooth and as welcoming as possible.

8.1. Registration

Upon registering at the school, the student will be interviewed by the Student Services Manager.

RGTS follow or should try to consider the following:

- A day has been set aside for the initial interview to take place, including an English Proficiency Test undertaken by the EAL Co-ordinator.
- An interpreter or bilingual member of staff has been booked, if needed.
- The EAL Co-ordinator or EAL Intervention Assistant is included in the interview.
- All information gathered at the initial interview and the EAL profile (including assessment outcome) is to be shared with all relevant staff prior to student starting.
- All staff are given the time and necessary information to prepare for the new student in advance of their start date.
- Students should be given the school prospectus and EAL Welcome Pack
- Students will have an opportunity to take a Home Language GCSE in 22 languages.

8.2. The English Proficiency Assessment

Upon arrival and as part of the interview process or within the first few days or starting, the student will be tested by the EAL Co-ordinator or EAL Intervention Assistant for their level of proficiency.

- An assessment will test their proficiency in the following skills: reading, writing, speaking and listening
- An EAL profile will be created with the following information included: background, assessment outcomes, suggested strategies.
- The profile will be emailed to all staff and added to Arbor to help with preparation for the new student.

Levels A and B – intensive intervention (approximately one term)

- Students will be placed in a Beginners group, dependent on key stage, and follow a bespoke timetable for intervention.
- A high number of intervention lessons will take place during timetabled curriculum lessons, where possible avoiding their core subjects. Students will miss one or two lessons of different subjects for these lessons.
- Grouping and teaching students in this way will ensure that students integrate better into the class and also learn that subject as best as they can instead of previously being withdrawn and catching up with missed content after a number of terms.
- As students are at a low level of English proficiency, they need a higher level of intervention and contact time to ensure progress in their language learning.
- Students will receive intensive English lessons focusing on the following: grammar, reading, writing, S&L, GCSE texts, research projects.
- Progress will be tested in their English Proficiency every second term and monitored in core subjects in line with school data collection. They'll be reviewed against core subject data to ascertain progress.
- Students will have access to bi-lingual dictionaries for in-class use and for assessments, including GCSE exams (where allowed).

Levels B+ to C – intermediate/light touch intervention

- Students will be placed in an intermediate group and follow a bespoke timetable for intervention
- A low number of intervention lessons will take place during timetabled curriculum lessons. Students will miss one lesson of different subjects for these lessons.
- Grouping and teaching students in this way will ensure that students are still supported in their English language development whilst being fully integrated into their different subjects. They have reached a competent level of English to be able to access the subject independently, but intervention is still needed to further develop their proficiency into academic language (CALPS).
- Lessons will focus on further developing and securing their key skills and academic writing/language
- Progress in their core subjects will be monitored to ascertain whether additional intervention is required. This will be added to EAL profiles every second term.
- Students will have access to bi-lingual dictionaries for in-class use and for assessments, including GCSE exams (where allowed).

Level D and E – monitoring

• At this stage, the student has acquired a high level of competence near to or equivalent to that of a student who uses English as their first language. Therefore, there is little EAL support needed.
•Students will be monitored to track progress in subjects and to ascertain whether additional intervention is needed. Round Robins will be sent to students who are not progressing.
• Drop-in sessions are available for students if required.

8.3. Induction at Key Stage 3 (Years 7-9)

• Students who arrive with little or no English should be expected to achieve 5 GCSEs at Grade 4 and above.
• Guidance will be given when students choose their options for GCSE.
• All students will be entered for a home language GCSE to be taken.

8.4. Induction at Key Stage 4 (Years 10-11)

• Students who arrived in the UK during Year 10 do not count for the school's performance results.
• The school will create a personal specialised timetable based on the student's English language ability, with students taking exam subjects that best cater for their needs.
• All students will be given the opportunity to study a full range of options in addition to core subjects. They will have timetabled interventions with the EAL Intervention Assistant to support their EAL need and teaching staff will be further supported by additional resources advised by the EAL Co-ordinator.
• Students will have EAL intervention lessons in place of subjects not taken on their timetable. The aim is that through these lessons, students will develop their English language ability which will have a positive impact on their learning in other subjects. These lessons will also bring opportunities to study other subjects with an EAL focus to consolidate the learning and help the student catch up, e.g. studying An Inspector Calls for English Literature, practicing extended writing in Science.
• All students will be entered for a GCSE in their home language, preferably to be taken in Year 10 if possible.

8.5. Access Arrangements at GCSEs

Where necessary, students may be assessed to determine whether access arrangements are to be awarded.

According to the JCQ (2020-21), the following is permitted for EAL students:

• A bi-lingual dictionary as long as it is part of their 'normal way of working'
    o There are particular examinations in which dictionaries must not be used in, including GCSE English Language and Literature, Geography, History and Religious Studies as spelling, punctuation and grammar are assessed. Also, in an MFL examination testing one of the languages of the dictionary or a similar language (e.g. Portuguese dictionary in a Spanish exam).
    o Bilingual dictionaries are available for Entry Level, Level 1 and Level 2 qualifications:

▪ AQA Level 1 and Level 2 Technical qualification

▪ BTEC Firsts
▪ BTEC Tech Awards
▪ Cambridge Nationals
▪ Cambridge Technicals (Level 2)
▪ Entry Level Certificate (ELC)
▪ GCSE ▪ WJEC Level 1 and Level 2 General qualifications
▪ WJEC Level 1 and Level 2 Vocational qualifications

• Where a bilingual dictionary is needed, 10% extra time may be awarded. However, very few users will need to have 10% extra time as it is a rare and exceptional arrangement specifically for a candidate who entered the United Kingdom less than three years before the time of the examination(s), with no prior knowledge of the English Language.
• Therefore, extra time must only be awarded where all of the following exist:
    o The candidate's first language is not English, Irish or Welsh
    o The candidate entered the UK within three years of the examinations with no prior knowledge of the English language
    o English is not one of the languages spoken at home
    o Prior to arrival in the UK, the candidate was not educated in an International school where some or the entire curriculum was delivered in English
    o Prior to arrival in the UK, the candidate was not prepared for or entered for IGCSE qualifications where the questions papers were set it in English
    o Prior to arrival in the UK, the candidate was not prepared in English for other qualifications, e.g. IELTS, Preliminary English Tests
    o The candidate has to refer to a bilingual dictionary so often that examination time is used for their purpose, delaying the answering of questions
    o The provision of 10% extra time reflects the candidate's usual way of working with the dictionary

• Extra time must not be awarded to a candidate using a bilingual translation dictionary in order to compensate for difficulties in reading and writing in English

9. Appendix 1 – Links to Legisation and Guidance Documents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868209/English_proficiency_of_EAL_pupils.pdf

English proficiency – DfE five-point scale of reading, writing and spoken language proficiency (Page 5)

A: New to English:
May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition:
May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions

and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence:
May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent:
Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent:
Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

10. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____