

LANGUAGES & EAL POLICY

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Date for Review:	September 2027
Lead for Review:	Deputy Head Academic

Introduction

As an international school representing almost 40 different nationalities, we positively promote and embed English language development into students' living and learning experiences. We seek opportunities to support students' academic, social, and emotional literacy and prioritise this as an essential element of their wellbeing, progression, and achievement.

At Guildhouse School, all teachers are teachers of English and are committed to identifying and providing opportunities to promote and develop the student's language confidence and competence.

All international students learn English, either as an academic subject as part of their Programme of Study or to support their progression to university (i.e., to attain an appropriate IELTS or Cambridge English Assessment qualification). This is overseen by the Curriculum Director for English.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'The Equality Act and schools'
- DfE 'Promoting the education of looked after children and previously looked after children'
- DfE 'Equality Act 2010: advice for schools'
- DfE 'Mental health and wellbeing provision in schools'

In the Classroom

- We are patient with our instruction, although we encourage students to grasp challenges and to take risks with their learning.
- We use language data to plan lessons which are inclusive for all learners.
- We take advantage of opportunities to develop subject literacy to improve understanding and are mindful of potential misconceptions.

- We define key terms and technical vocabulary and check for application and understanding.
- We expect students to contribute verbally in lessons and we will recast language to encourage development.
- We expect students to listen carefully and respond effectively to questions from us and each other
- We expect students to read for the subject regularly.
- We provide resources to scaffold subject literacy, e.g. glossaries, writing frames, model answers.

Academic Opportunities

Students are encouraged to complete an Extended Project Qualification (EPQ) or equivalent depending on their Programme of Study.

Professional Development

Professional development tailored to staff needs is essential in supporting students with English literacy. Training opportunities are sourced from a range of professional platforms and complemented by peer observation to ensure relevance and impact. The English department collaborates with colleagues across subjects to embed effective literacy practices within different disciplinary contexts. This may include sharing targeted teaching resources, engaging in lesson observations to provide constructive feedback, co-teaching, or supporting small groups to strengthen literacy provision across the curriculum.

International Mindedness

Language is the means by which we make sense of the world around us and our place within it. Since the majority of our students are EAL learners, multilingualism is both encouraged and celebrated. This is reflected in a variety of ways, including:

- (i) displays around the school showcasing different languages and cultures;
- (ii) the promotion and celebration of International Days;
- (iii) Chinese New Year festivities;
- (iv) international cuisine events

Communication with Parents

Student reports will be disseminated every half-term, to include Assessment %, Current grade, Teacher Predicted Grade, Minimum Target Grade, Attitude toward Learning, Actual attendance (%) to lessons, plus termly targets. Reports are written in English and are uploaded to the Student and Parent Portals. Parents also receive the bi-weekly newsletter, so they can feel part of the school community and have a greater appreciation of their involvement.

Admissions

Prior to students joining The Worthgate School, they will have to evidence that they have the potential to succeed in their academic studies through the medium of English. Hence students need will need to have the following levels:

Programme of Study	Language Requirements* (IELTs)
Pre-A Level	4.0+
A-level	4.5+
University Foundation Programme	4.5+

*January-start students are expected to have a 0.5+ uplift vs. the levels described above

English as an Additional Language (EAL)

Statement of Intent

EAL refers to students whose main language at home is not English. Maintaining at least two languages benefits academic achievement and personal development. Students with EAL may require additional support to access English-medium curriculum content and may have different cultural and educational experiences.

The school aims to:

- Welcome and value the linguistic and cultural experiences students bring.
- Support students' English language development and first-language maintenance.
- Equip staff to provide effective, inclusive teaching for EAL learners.
- Maximise students' opportunities to reach their full academic potential.

Roles and Responsibilities

- Leadership: Ensures staff awareness, monitors progress, allocates resources, and oversees inclusive curriculum access.
- Curriculum Director for English: Conducts initial assessments, ensures that EAL students are placed onto the appropriate English Language Course, arranges additional small-group teaching, works with the Director of Higher Education to support students in acquiring the necessary English Language qualifications to support their applications to higher education, identifies when a student has obtained the required English Language level for university progression and where appropriate can be released from the program of study, liaises with staff and parents, develops strategies, supports first-language maintenance, and coordinates training.
- All Staff: Ensure inclusive classroom practice, provide clear English modelling, identify students facing language barriers, and plan interventions where needed.

Support and Inclusion

- Small-group and in-class support integrate students rapidly.
- Limited English proficiency is not equated with limited ability; first-language skills are valued.
- Classrooms and displays celebrate linguistic diversity.

Initial Assessment

- Students undergo an initial assessment prior to (admissions) and on arrival to determine English proficiency and first-language skills.
- Results inform the selection of the appropriate English Language Course as well as the English Heat Map which is used to support lesson planning, classroom differentiation, and interventions.

Classroom Practice and Access to Curriculum

Lessons are adapted for language needs, using visual support, collaborative activities, and clear English modelling. Strategies include “say less, stress, go slow, show,” writing frames, props, and peer modelling, meaning that they will:

- Say less by using short, simple sentences with proper grammar.
- Stress what is important by making important words stand out with their voice.
- Go slow by speaking slower and adding pauses.
- Show meaning using non-verbal cues by using actions, gestures, objects and pictures when speaking.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to aid and model language.
- Having layers of participation planned into activities, giving children time to watch what is going on.
- Using "ladder steps", taking the child through one step at a time.
- Noticing and valuing verbal and non-verbal communication.
- Subject specific vocabulary is explicitly taught, and when appropriate vocabulary lists are provided.
- Students are encouraged to use first language where helpful.
- Assessment methods allow students to demonstrate understanding in multiple formats.

Working with Parents

Parents are welcomed into school, supported in communication, and encouraged to aid language development at home. Interpreters or translated materials are provided where necessary.

Students with SEND

EAL alone does not indicate SEND; however, some students may have additional needs. Assessments are coordinated with EAL and SEND specialists, and support is personalised.

Related Policies

Admissions Policy
Anti-Bullying Policy
Assessment Policy
Curriculum Policy
Exams Policy
Safeguarding and Child Protection Policy
SEND Policy



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