The PGS English as an Additional Language (EAL) Policy and Provision

The Portsmouth Grammar School's EAL Policy is designed to support pupils who have English as an Additional Language. EAL pupils come from a range of ethnic, economic and linguistic backgrounds and most are literate in their home language as well as in English.   As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. The school acknowledges and supports pupils' bilingualism, encouraging them to communicate both in English and their home language.

The School's internal process regarding EAL is two-fold:

- we aim to record all pupils where the first language spoken at home is not English
- we also note these pupils' fluency levels based on our experience or references

The School also notes the JCQ definition of an EAL pupil for exam access arrangement purposes:

- the candidate's first language is not English, Irish or Welsh;
- the candidate entered the United Kingdom within three years of the examination(s) with no prior knowledge of the English language;
- English is not one of the languages spoken in the family home;
- the candidate wasn't previously overseas in an English-speaking international school.

The School is responsible for all pupils who are selected for a place at The Portsmouth Grammar School and therefore recognises the need to offer support to the small number of EAL pupils who may experience difficulties with reading fluency and written communication. The school's Admissions procedure, which includes an interview with a member of staff and a reading test (external candidates at 11+ only), is likely to highlight any potential difficulties which may arise due to a lack of proficient oral fluency that would be expected if the pupil is to access the whole school curriculum. Pupils recruited internationally through an agent will sit an English assessment, as well as being interviewed by the agent. Exceptional circumstances, which may affect a pupil fully accessing the curriculum due to the standard of their English, will be addressed on an individual basis.

Contact between the school and parents, whenever necessary, is encouraged in order to monitor pupils' progress. This policy will be used to inform all curriculum policy documents.

EYFS (Pre-School and Reception)

The Pre-School aims to ensure that bilingual pupils develop confidently across both prime and specific areas of learning. Initial support is provided through the Pre-School SENCO and, should further support be required, the Pre-School Lead will seek guidance from EMAS. The pupil's need for support with learning English will be assessed using the "Early Communication and Language" monitoring form. Activities will be differentiated appropriately to promote the development of language and progress will be monitored in

line with Pre-School procedures. In Reception, children will follow the learning support waves of intervention in line with the Junior School procedures. Early Years profile assessments may be carried out in any language but the assessments for the ELGs for Communication, Language and Literacy must be carried out in English in line with the EYFS framework.

Junior School and Senior School

Although the School recognises that a lack of competence in English must not be equated with learning difficulties, it is likely that if a pupil is on the EAL register that they will be added to the learning support waves of intervention which details strategies to be used for support in the classroom.

Information on ethnicity and languages spoken in the home is requested in the application papers and this is recorded on the school's Management Information System (MIS) by Admissions. All EAL pupils – as identified by the information provided via the Admissions process – are recorded as such on the School's EAL register on the MIS. This information is shared with teachers who are responsible for recording this information in mark books.

In line with Wave 1 'high quality teaching' interventions for all additional educational needs, all staff are responsible for supporting EAL pupils in their learning within the classroom via personalised teaching and learning strategies. Strategies may be sought from the Learning Support Department. Individual subject teachers undertake monitoring of pupil performance in line with departmental and school policy by the marking of classwork, homework and tests, together with formal assessments and examinations in their subject area. Subject teachers keep records to demonstrate pupil progress and produce written reports with targets and advice for the pupils. Pupils' progress is also regularly reviewed through the school's monitoring systems.

Pupils who require more individual support are overseen by the EAL lead within the Learning Support department. The individual needs and educational history of the pupils are taken into account when scheduling any specific EAL support sessions. These would normally take place during non-contact study periods for pupils in the Sixth Form. In all cases the most suitable support is decided in collaboration with the Head of Learning Support, the relevant Head of Year, the Deputy Head (Academic), the EAL lead and in full consultation with the pupil and parents. A termly review of progress of all EAL pupils receiving support is conducted by the Deputy Head (Academic), the Head of Learning Support and the EAL lead
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Associated Policies

- The PGS Accessibility Plan
- The PGS Additional Educational Needs and Disabilities Policy
- The PGS Mobile Devices Policy
- The PGS Admissions Policy
- The PGS Non-examination Assessment Policy
- The PGS Feedback and Assessment Policy

Allocation of Tasks

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Teaching and Educational Development)	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Teaching and Educational Development)	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Deputy Head (Teaching and Educational Development)	As required, and at least termly
Reviewing / receiving input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Deputy Head (Teaching and Educational Development)	As required, and at least annually
Formal review	Deputy Head (Teaching and Educational Development)	Every three years

Version Control

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