



BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years Foundation Stage

EAL POLICY

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2025.

Reviewed: September 2024

Next Review: September 2026

EAL stands for English as an Additional Language. It refers to pupils who are learning English in addition to their own first language. These pupils may come from diverse linguistic backgrounds and might be fluent in one or more languages other than English. The goal for our pupils when acquiring English as an additional language is not just acquiring vocabulary, picking up pronunciation and understanding grammar. Pupils need to be able to learn through the language. This requires pupils to comprehend the language well enough that they can grasp new concepts. They must be confident to ask questions, analyse ideas and use academic language found in the various curriculum subjects. This can be extremely difficult for those whose grasp on English is not yet very firm.

Cultural differences can lead EAL pupils feeling confused and uncomfortable with the expectations of an English classroom. Classroom conventions in England may not be commonplace for pupils from other countries. For instance, in China teachers are authority figures and there is very little teacher-pupil interaction. It can make a pupil uneasy especially when asked to express their own thoughts and ideas.

The context of the school

EAL learners can be found throughout the school from pre-prep onwards. However, the majority of pupils are found in the upper years.

Spanish pupils

Every year we have a number of Spanish pupils who may join the school for up to a year or maybe a term or two. The Spanish education system has a focus on language learning and cultural exposure. These pupils come with differing degrees of English knowledge, but are usually not beginners.

Chinese pupils

We have a developing number of Chinese pupils who may be in the UK on their own or occasionally with their parents. These pupils are much more diverse with their English knowledge and can range from beginners to advanced speakers.



Supporting EAL Learners

Each pupil has different needs dependent on age, level and origin and our approach is flexible to meet individual needs.

The immersion technique is used for EAL pupils to create an environment where English is consistently used in all aspects of the learning process, aiming to replicate the natural language acquisition process. This includes using English in instructions, conversations and classroom activities.

Two 30 minute dedicated sessions per week with an EAL specialist is given to Full International Boarders. These pupils are grouped according to ability, after an initial assessment. The focus will be on the skills the pupils need support with and will include speaking and listening, reading and writing in English. These are mainly Spanish pupils, who have a better understanding of English.

Other EAL pupils can be included in these sessions, but more often they can be offered individual 1:1 sessions with a qualified EAL teacher. These can take place daily, if required with a beginner pupil.

Monitoring Responsibilities

EAL Co-ordinator:-

- Maintain the EAL register for staff use.
- Support the EAL teacher with organising group sessions and assessments.
- To liaise with class teachers to provide support and advice.
- To liaise with class teachers on individual pupil progress.

Class teachers:-

- Support the learning of EAL pupils within the classroom.
- Liaise with the EAL co-ordinator.
- Are effective role models for speaking, reading and writing.
- Use opportunities to focus on pupils' cultural knowledge and try to make connections to the pupil's background, culture and interests.
- Consider seating arrangements to enable EAL pupils to have access to strong

English language peer models.

- Try to understand the prior knowledge the pupil has for a subject. For example,
- religious education may not be familiar to some pupils.
- Allow time and opportunities to understand subject specific language.
- Encourage use of bilingual dictionaries, reading pens or may use google translate to explain a concept.

Support for pre-prep pupils:-

- Read with an adult at school every day when parents cannot read English.
- Phonics activities are sent home.
- Small group intervention for phonics
- Adult support when completing written work; this could be verbally giving sentences and answers.



- Differentiated worksheets.
- Maths tasks are explained with physical manipulatives.
- Given more time to complete tasks or asked to write less.

Boarding staff:-

- Encourage English speaking in the dormitories when English speakers are present.
- Can speak home language outside school time.
- Buddy is organised until they feel comfortable.
- Can ring home every other day, but to help younger pupils settle in, they can ring as often as they need to.
- With parental consent, pupils can go home with friends for the weekend.