



FRAMLINGHAM COLLEGE PREP SCHOOL
WELFARE FOR EAL PUPILS

RESPONSIBILITY	ASSISTANT HEAD, TEACHING AND LEARNING
DATE REVIEWED	AUGUST 2025
REVIEW DATE	AUGUST 2026

1. General Statement of Intent

1.1 All EAL pupils at Framlingham College Prep School, regardless of age and ability, should be provided with the necessary support to access all areas of the school curriculum, and should be encouraged to integrate as fully as possible within the school community – both during the school day and boarding time. It is desirable that they leave the Prep School not only with enhanced English language skills and wider vocabularies but also a greater appreciation of English life and customs and some familiarity of the British Isles.

1.2 At Framlingham College Prep School, pupils who speak English as an Additional Language (EAL) include:

- Children who are bilingual or multilingual and use English alongside other languages at home.
- Children who use a language other than English at home and require additional support to access the curriculum.
- Pupils who arrive with little or no English language skills and require intensive support in their early months.

2. Guiding Principles of EAL Learning

- Language is best developed in meaningful contexts across the curriculum rather than in isolation.
- Competence in a pupil's first language supports progress in English. Pupils are encouraged to continue using and developing their home languages alongside English.
- Distinction is made between EAL and Special Educational Needs (SEN). Pupils should be allowed adequate time for English language development before referral for SEN investigation, unless there are clear indicators of additional needs.
- Teachers of all subjects share responsibility for supporting the language development of EAL pupils.

3. Initial assessment

- 3.1 Assessment of EAL pupils normally takes place prior to their acceptance at the Prep School. This takes the form of a range of exercises designed to assess their reading comprehension and writing skills as well as their grammatical competence. This initial assessment is further supported by their school reports and grades.
- 3.2 All new pupils arriving at the Prep School will complete the CAT4 for their age group as well as the WRAT assessment. This gives us important information regarding their strengths and weaknesses and assists in allocating appropriate academic groupings.
- 3.3 Further assessments of EAL pupils in Years 6, 7 and 8 are available using the appropriate Cambridge English for Schools Assessment for their age. These assessments test pupils on a variety of grammatical structures, question forming and reading comprehensions. In addition to this each pupil has an informal oral assessment to ascertain their level of oral fluency and pronunciation in English. Each pupil is also asked to compose a letter about him or herself giving details of their families, homes, hobbies, what they have done in the holidays and so forth. Such a letter highlights the strengths and weaknesses of a particular pupil and will aid target setting. Younger EAL pupils (Years 3, 4 and 5) sit the Cambridge Starter tests which assess the four main skills of reading, listening, speaking and writing. They are also given a brief oral assessment to ascertain their level of oral fluency and pronunciation in English.

4. Further assessments

- 4.1 EAL pupils in Years 6, 7 and 8 complete regular short assessments during the course of the school year and a more rigorous assessment towards the end of the Summer Term. The major assessment comprises an oral assessment and examination papers testing reading and aural comprehension skills, grammatical competence and writing skills.
- 4.2 Long term EAL pupils sit CAT4, NGRT, NGST and NGMT assessments in the Autumn Term, and NGRT/NGST/PTM/PTE assessments in the Spring/Summer Term to establish their reading, spelling and maths ages. This is useful information as their cognitive ability may well be masked by their lack of competence in English.
- 4.3 Some EAL pupils who spend a year or more with us at the Prep School work towards the internationally recognised PET examination – the Preliminary English Test towards the end of Year 8. They complete preparation work for the PET during part of their EAL lessons and Preps.
- 4.4 EAL pupils will be reassessed at regular intervals and at the end of their stay with us. Records are kept by the Head of EAL, with assistance from the Assistant Head, Teaching and Learning.

5. EAL Provision and materials

- 5.1 Usually, EAL pupils have two timetabled EAL lessons every week and two EAL Preps. EAL pupils in Years 7 and 8 currently follow the Cambridge Grammar and Writing Skills books which provides them with a solid grounding in English grammar and a wide range of

vocabulary and idiom. We also utilise online platforms such as Education Perfect and Linguascope. All pupils are encouraged to read as much English outside of the classroom to help boost their vocabulary, grammar and general language skills.

5.2 A variety of other EAL resource books and textbooks are used on a regular basis to stimulate class discussion and to widen vocabulary. Images and articles linked to current affairs can prove extremely stimulating and provide a good starting point for written work or promoting critical thinking.

5.3 ICT is used for consulting websites, grammar practice exercises (e.g., English Grammar in Use) and project work. Pupils are strongly encouraged to adapt text that they locate online and to beware of copying and pasting chunks blindly onto their documents. It may also be used for pronunciation practice.

5.4 Teachers across the curriculum are expected to adopt strategies to ensure lessons are accessible to EAL pupils. These include:

- Vocabulary and language objectives: Highlight and pre-teach vocabulary, where appropriate.
- Seating and peer support: Seat EAL pupils where they can clearly see the teacher, and pair them with supportive peers to encourage language use.
- Use of visual aids and modelling: Use diagrams, maps, objects, body language, writing frames and explicit teacher modelling or spoken and written responses.
- Checking understanding: Use questioning to check comprehension and ask pupils to rephrase instructions or content in their own words.
- Scaffold language: Provide sentence starters, writing frames, and oral rehearsal time before independent work.
- Careful use of language: Rephrase rather than repeat, avoid unnecessary idioms, and be alert to cultural references that may need explanation.
- Encouraging home language use: Allow the use of bilingual dictionaries or discussion in a pupil's first language when it aids comprehension, provided it does not disrupt the class.

6. Cross-curricular support

6.1 Specific adaptive teaching strategies are made explicit in all schemes of work to ensure that key content in lessons is accessible for EAL learners. We have a whole-school approach to literacy, and each subject embeds vocabulary teaching of high-utility academic language and subject-specific vocabulary. In high demand subjects such as English, History, Geography, PRE and Science, we may offer small-group or in-class support for EAL pupils. Teachers will share best practice strategies through CPD and departmental meetings.

7. Pastoral and Safeguarding

7.1 Staff will ensure that all EAL pupils understand safeguarding procedures. Information will be provided in accessible language. We will monitor for any signs of social isolation, and our Head of Boarding will be a point of contact for any welfare concerns.

8. Induction and Transition Support

- 8.1 All new EAL pupils will follow a structured induction programme where they will be paired up with trained buddies. Families of EAL pupils will be introduced to key school staff and routines and will be offered orientation sessions covering school systems and expectations. Ongoing check-ins will take place on a regular basis.

9. Cultural Awareness and Integration

- 9.1 We celebrate cultural and linguistic diversity through events and assemblies and encourage pupils to share aspects of their culture with peers. Staff are trained to be sensitive to cultural differences in communication and behaviour and promote inclusive classroom practices that value all contributions.

10. Staff Training and Responsibilities

- 10.1 We provide regular CPD on EAL pedagogy and pastoral care and ensure staff know how to access translation tools and build awareness of how cultural factors affect learning and behaviour.

11. Communication with Parents and Carers

- 11.1 Regular key communications is provided in accessible English (and translated, if needed) and an interpreter may be used for important meetings or safeguarding issues. Regular dialogue about pupil progress and welfare is encouraged and we utilise Microsoft Teams to communicate with families overseas. Resources are shared to help families support English development at home, where appropriate.