



EAL Policy

Name of the Owner: Ann Philip
Name of the Author: Rebecca Hudson
Date of Last Review: 26.08.2025
Date of Next Review: 01.09.2026

1. Introduction

Reigate Grammar School Riyadh (RGSR) is an inclusive institution which embraces equal opportunities for all. We believe high quality language learning has many life-long benefits, helps students forge a stronger identity and enriches the school community.

The English as an Additional Language (EAL) department exists to guarantee students with limited experience studying in English are able to access the outstanding education provided by the school. EAL is offered as a separate programme from year 2 onwards. It is recommended for students who are not yet able to access the content of their classes and/or socialise with their classmates due to language differences.

2. Aims and Objectives

2.1 To ensure students whose first 'school'-language is not English are successful in all aspects of school life.

2.2 To recognise the individual experience and knowledge each student brings to the school and use this to guide students in the EAL programme towards academic success.

2.3 To enable other departments to incorporate EAL principles into their teaching strategies as needed.

2.4 To respect the diverse backgrounds of our students and strive to provide learning opportunities that are culturally inclusive.

3. Principles Underpinning EAL Provision

At RGSR we follow the Bell Foundation's *Guiding Principles for EAL* to ensure a fully inclusive environment where student differences are celebrated as integral to the strength and identity of our school community.

3.1 Multilingualism as an asset

We value the languages used by all members of our school community. We recognise the cognitive and cultural benefits of multilingualism, and encourage students to view themselves as competent, capable, multilingual learners.

3.2 High expectations with appropriate support

We set clear language targets for all students in the EAL programme and provide targeted support to ensure they can achieve academic success.

3.3 Integrated focus on content and language

Language development is embedded across all lessons, with subject teachers integrating EAL strategies to support access to both content and academic English.

3.4 Effective and holistic assessment

Academic progress is assessed using a range of tools, ensuring that evaluation methods are responsive to each student's stage of English language development.

3.5 Social inclusion

We believe quality language learning requires strong community ties, positive peer relationships, and a sense of belonging. We therefore encourage all our students and their families to fully participate in school life and events.

4. Programme Structure

4.1 The EAL programme is a fee-based provision, delivered across three differentiated tiers to ensure appropriate support aligned with each student's language development needs.

4.1.1 Tier 1 Students take three to four lessons of EAL per week. The classes should have minimal impact on all other subjects, and times are agreed upon with all stakeholders involved. Students receive both an EAL report and an English report.

4.1.2 Tier 2 Students take six to eight lessons of EAL per week. Students usually attend instead of mainstream English lessons. Students receive an EAL report.

4.1.3 Tier 3 Students take nine to fifteen lessons of EAL per week. Students are not expected to attend mainstream English, and other language lessons (except Arabic core). Students receive an EAL report.

4.1.4 Senior students not enrolled in the programme may enrol in two after school classes per week to improve and develop their academic language skills. Students do not receive an EAL report.

4.2 The recommended number of EAL classes is based on the gap between the student's current proficiency in English and required language proficiency. To avoid the task becoming bigger, all students should start to address gaps in language proficiency upon enrolling at the school.

4.3 All EAL students are taught by more than one member of staff in the EAL department to help maintain excellent standards of teaching.

4.4 As the schedule is based on demand, there is no set number of students in each class. Students are placed based on both age and language proficiency.

5. Assessment and Evaluation

5.1 It is our firm belief that all language learners are life-long learners. Assessment in EAL is used to determine where the student is currently, and what they can do next to improve.

5.2 Placement tests are conducted for all EAL students at the start of the academic year, and any potential EAL students throughout the year. Tests are chosen based on the results of an initial interview and cover all four skills when possible. If, after testing, EAL lessons are not advised, students are still given recommendations for improving their language skills based on the results.

5.3 Less formal testing and assessment is conducted throughout the academic year. This informs the content of the classes, and any language advice given to students, parents, and other staff members to help students progress.

5.4 More formal testing and assessment is completed at key points in the academic year. This offers the student a chance to reflect on the knowledge they have gained and instructs any future improvements to the EAL programme.

5.5 The Bell Foundation's *EAL Assessment Frameworks for Schools* are used in conjunction with all other assessment to track student progress throughout their time in the EAL department.

6. EAL in Prep School

6.1 If a student is struggling in their class, we work closely with their class teacher to determine whether EAL would be appropriate for the student, and, if so, the number of classes they should attend. The class teacher informs the parents of the decision, and EAL classes go ahead upon the parents' written approval.

6.2 Students attend the agreed upon number of EAL classes during timetabled lessons taught by their class teacher.

6.3 Parents are expected to continue to build their child's first-language literacy skills at home.

6.4 Parents must make sure key concepts covered in English are understood by their child in their child's first language alongside any other languages that form part of their child's identity.

6.5 Parents should continue to support their child outside of school by helping them socialise in all their languages. It is important to reinforce each language through regular usage.

7. EAL in Senior School

7.1 If a student is struggling in any of their subjects due to a perceived language gap, it is the responsibility of the subject teacher to email the EAL department.

7.2 Students are expected to attend EAL during some of the mainstream subject classes, and an additional 2 classes a week after school.

7.3 Parents must make sure key concepts covered in English are understood by their child in their child's first language alongside any other languages that form part of their child's identity.

7.4 Parents should continue to support their child outside of school by helping them socialise in all their languages. It is important to reinforce each language through regular usage.

7.5 EAL students taking iGCSEs are expected to take the iGCSE EAL and are not expected to attend any mainstream English classes. They must also work to improve their overall English proficiency alongside the exam preparation.

8. EAL in Sixth Form

8.1 Students requiring EAL entering Sixth Form should already be enrolled in EAL before the academic year starts.

8.2 EAL students taking A-Levels need to be very proactive learners. To be successful it is vital students review their chosen subjects in their first language at home.

8.3 To be ready to take their exams in English, EAL students in Sixth Form ought to dedicate at least an hour a day to learning English outside of school alongside their EAL classes at school.