CHARTERHOUSE

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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Last reviewed: 31/10/2025 | **Next Review**: 01/12/2026

INTRODUCTION

Charterhouse has over 200 pupils for whom English is an additional language (EAL). Many such pupils live overseas and have experienced early education in a language other than English. Others have bi- or multilingual backgrounds which mean that they have been exposed to a variety of language experiences during their childhood.

As an academically focused school, pupils entering Charterhouse require a strong level of English in order to thrive. English is a compulsory subject in Years 9-11 with all students usually sitting both IGCSE English Language and Literature.

Charterhouse has provision for the teaching and learning of EAL pupils to ensure they are able to access the curriculum fully. Charterhouse teachers will provide support for EAL pupils in the classroom, but where additional support is needed, this can be provided in the form of extra one-to-one or small group lessons.

Pupils who enter the School in the Sixth Form from countries where English is not the first language receive guidance on and support for English qualifications required for entry to UK Universities. As a school community we celebrate our many truly bilingual and multilingual students and the language skills they have worked hard to achieve. We encourage them to pursue their studies in their mother tongue as well as to develop excellence in their studies in English.

This policy should be read in conjunction with the following policies:

- *Learning Support and SEND Policy*
- *Curriculum*
- *Pupil Equal Opportunity, Diversity and Inclusion*
- *Admissions.*

ADMISSIONS *(to be read alongside ADMISSIONS POLICY)*

13+ entry: UK-educated pupils intending to enter Charterhouse in Year 9 sit the ISEB pre-test in Autumn of Year 6 or Year 7. This test includes a section on literacy. Based on performance in this test, pupils are invited to an Assessment Day in January/February, during which they will complete a piece of creative writing. Performance in this test is considered alongside the ISEB pre-test score in determining whether EAL pupils have a sufficiently strong level of English to be admitted to the school.

Applicants from overseas schools sit Charterhouse's own entrance tests in Year 8. These will include the online Bespoke Charterhouse English Placement Test in line with the CEFR criteria. Applicants are assessed on their level of literacy, comprehension, vocabulary and ability to create a short piece of non-fiction. The same process is used for EAL pupils seeking to enter Year 10 at 14+.

16+ entry: Tests and interviews for 16+ entry are held at Charterhouse in November. We expect all candidates to come to Charterhouse, except those who sit the tests in Hong Kong, who are supervised by Academic Asia. EAL pupils sit a 16+ Bespoke Charterhouse Placement test in keeping with the 14+ and 13+ tests which allow for assessment of their fluency, literacy, language and vocabulary in order that they can work at 16+ level for their IB/A level courses. All 16+ candidates additionally undertake an interview with a senior member of staff, at which their spoken English is assessed.

DELIVERY OF EAL

The delivery of EAL support is overseen by the EAL Coordinator. Our practices are designed to enable EAL pupils to access the curriculum and public examinations, and to help the pupils improve their academic skills, learning strategies and social integration whilst taking responsibility for their own learning. EAL support is ordinarily given by the subject teacher within everyday teaching of the curriculum subjects. However, where a specific EAL need has been identified (either by pre-testing as above, or through referral by teaching staff once at Charterhouse), individual support can be provided by a specialist teacher. If individual 1-1 sessions are not needed, then the EAL Coordinator can assist teachers with strategies and ideas to increase the levels of learning and development within their subject. This can happen across all stages of entry and is also supported by an open access EAL Society who meet weekly in term time. In practice, most EAL pupils will neither require nor want language support.

THE ACADEMIC YEAR

Under School

Prior to arrival in the school, based on the admissions tests that pupils have completed, an initial assessment is made of a pupil's likely need for EAL support. The Head of English and EAL Coordinator liaise with Heads of Year and Assistant Head (Under School) or Assistant Head (Sixth Form) to discuss pupil profiles, with input from Head of Learning Support as needed. Tutors, Heads of Houses and teachers are also integral to supporting the pupil through this process.

The aim is to secure requisite language skills by the end of their first year at Charterhouse, for some pupils this may involve EAL Specialist teacher sessions on a weekly basis. The Head of English and EAL Coordinator then determine the need for continued support beyond the first year, where necessary. Pupils who arrive part-way through the academic year are monitored by their English teacher and referred to the Head of English and Head of Year, who then determine whether EAL support is required.

Sixth Form

EAL pupils in the Sixth Form may receive regular individual lessons according to need. These lessons are agreed on an individual basis and support the pupils in improving their language skills and/or working towards an IELTS (International English Language Testing System) qualification. The Heads of Subject, Houses, Year and tutors/teachers are also encouraged to identify need and to put into place additional support in their own subjects, based on individual need. Communication and support across this process are key so that the student can develop their own literacy proficiency and develop their EAL expertise. This support is available to EAL pupils sitting either A Levels or the IB Diploma Programme**.**