



TRINITY

SCHOOL

English as an Additional Language (EAL) Policy Documentation for Regulatory Compliance: 3b

General Principles of Provision for Students with EAL at Trinity School

Trinity School believes that multilingualism is a strength and that students with English as an Additional Language (EAL) have a valuable contribution to make to the life of the School.

All students applying to the School must have a degree of fluency in English which enables them to access the curriculum and cope with the high academic and social demands of the School. For some students, we believe that quality specialist teaching in EAL will enable them to achieve the advanced standard of English required for public examinations.

Initial identification may come about through the entrance questionnaire, entrance examinations, the interview process, the use of the LUCID screening test for all new students in the First Year and above, or from class teacher observations. When a student is identified as having EAL needs, a full EAL assessment will be administered.

The system of assessing students is based on assessment directives issued by QCA. These are detailed in Appendix A. The rigorous screening and entry process seek to admit only those students whose language skills enable them to meet the required academic standards of the School. Initial levels have, therefore, been omitted from the QCA Extended Scale in Appendix A.

If learning needs are identified, the Learning Support Department will create an Individual Education Plan (IEP) to ensure that teachers differentiate their lessons appropriately. Learning Support may also offer a course of additional support to aid in the accessibility of the curriculum. On some occasions, it may be appropriate for an EAL student to be withdrawn from lessons to allow additional support from the Learning Support Department. This decision will always involve the Head of Section and the Deputy Head (Academic).

The names of EAL students will be kept on the School's database and IEPs will be made available to all members of teaching staff.

Pastoral Care

The Learning Support Department places a great deal of emphasis on EAL students' self-esteem and self-confidence. A close and purposeful relationship between the Learning Support Department and the parents of EAL students is also considered very important.

Pastoral support is also available through the Form Tutor, Head of Year and Head of Section.

Admission of students with EAL to Trinity School

No student will be refused admission to the School based on their EAL needs alone. In accordance with the Equalities Act 2010, we will take reasonable steps to provide effective educational provision.

Exam Access Arrangements

Trinity School adheres to the Joint Council for Qualification regulations with regards to exam concessions for students with English as an Additional Language (EAL).

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APPENDIX A: QCA Extended Scale

LISTENING AND SPEAKING	
Level 3	Students talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.
Level 4	Students talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.
Level 5	Students talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They begin to use standard English in formal situations.
Level 6	Students adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Students take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.
Level 7	Students are confident in matching their talk to the demands of different contexts. They use vocabulary precisely and organise their talk to communicate clearly. In discussion, Students make significant contributions, evaluating others' ideas and varying how and when they participate. They show confident use of standard English in situations that require it.
Level 8	Students maintain and develop their talk purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They make a range of contributions which show that they have listened perceptively and are sensitive to the development of discussion. They show confident use of standard English in a range of situations, adapting as necessary.
READING	
Level 3	Students read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
Level 4	In responding to a range of texts, Students show understanding of significant ideas, themes, events and characters. They begin to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.
WRITING	
Level 3	Students' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.
Level 4	Students' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous, and words are used for effect. Students are beginning to use grammatical complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and Students are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.