

ENGLISH/FRENCH AS AN ADDITIONAL LANGUAGE POLICY

August 2026

1. INTRODUCTION

EIFA International School ("EIFA", "we", "our", "us" or "the School") is an international bilingual school where pupils learn and communicate in both English and French.

The School values the linguistic and cultural diversity of its pupils and recognises multilingualism as an important strength. Pupils who are learning English and/or French as an additional language bring a range of linguistic, cultural and educational experiences which enrich the School community.

EIFA is committed to ensuring that pupils who are developing their English or French language skills are able to access the curriculum, participate fully in school life and make good progress in both language development and academic learning.

The School recognises that a pupil's ability to communicate in English or French may not fully reflect their cognitive ability, subject knowledge or potential. Pupils should therefore not be disadvantaged in their education solely because they are developing proficiency in the language of instruction.

The School provides appropriate language support according to the age, prior education, language proficiency and individual needs of each pupil.

This policy should be read alongside the School's:

- Curriculum Policy
- Special Educational Needs and/or Disabilities (SEND) Policy
- Assessment Policy
- Admissions Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan.

2. AIMS AND OBJECTIVES

The aims of this policy are to ensure that:

- pupils learning English and/or French as an additional language are welcomed, valued and included in the School community;
- pupils develop the English and French language skills required to access the curriculum and participate confidently in school life;
- language development is supported alongside academic and subject-specific learning;
- pupils are given appropriate opportunities to develop listening, speaking, reading and writing skills;

- teachers take account of pupils' language proficiency when planning teaching, learning and assessment;
- pupils receive additional language support where this is appropriate to their individual needs;
- pupils make good progress from their individual starting points;
- pupils' home languages and cultural backgrounds are valued and, where appropriate, used as a resource for learning;
- pupils are supported to develop academic language as well as everyday communication skills;
- language support is coordinated between specialist language teachers and class/subject teachers;
- pupils have opportunities, where appropriate, to gain recognised qualifications in English and/or French;
- pupils are prepared for the language demands of their next stage of education.

The School aims to develop pupils who are confident communicators and who see multilingualism as an asset to their education and future lives.

3. DEFINITIONS

3.1 English as an Additional Language (EAL)

EAL refers to pupils who use or have been exposed to a language or languages other than English and who are developing their proficiency in English.

A pupil may be considered to have EAL whether English is their second, third or subsequent language.

EAL status does not indicate a pupil's intellectual ability, academic potential or level of attainment.

3.2 French as an Additional/Foreign Language (FLE)

FLE refers to pupils who are learning French as an additional or foreign language and who require support to develop their proficiency in French.

At EIFA, pupils may require different levels of French depending on their previous education, linguistic background and the extent to which French is used as a language of instruction.

3.3 EAL/FLE and SEND

Learning English or French as an additional language does not, in itself, constitute a special educational need.

The School recognises that a pupil may have both EAL/FLE needs and SEND. Where there are concerns that a pupil is experiencing difficulties that cannot reasonably be explained by language acquisition alone, the School will consider whether further assessment or SEND provision is appropriate, in accordance with the School's SEND Policy.

4. ROLES AND RESPONSIBILITIES

Board of Directors

The Board of Directors provides appropriate oversight of the School's approach to language support and ensures that the School's provision is consistent with its wider educational aims and responsibilities.

Head of School

The Head of School has overall responsibility for ensuring that appropriate provision is made for pupils learning English and French as additional languages.

The Senior Leadership Team

The Directors of Studies monitor curriculum implementation and work with language-support staff and teachers to ensure that pupils with EAL/FLE needs have appropriate access to the curriculum.

- Language-Support Teachers
- Language-support teachers:
 - assess language needs;
 - provide specialist language teaching;
 - plan targeted interventions;
 - monitor language progress;
 - advise class and subject teachers;
 - contribute to curriculum planning where appropriate;
 - liaise with parents and relevant staff;
 - support pupils' preparation for appropriate language qualifications.
- Class and Subject Teachers
- All teachers are responsible for:
 - providing an inclusive and appropriately challenging curriculum;
 - adapting teaching and assessment where appropriate;
 - supporting language development within their subject;
 - monitoring pupils' academic progress;
 - working collaboratively with language-support teachers.

Parents and Pupils

Parents and pupils are encouraged to contribute to the identification of language needs, the planning of support and the review of progress.

5. PRINCIPLES OF LANGUAGE SUPPORT

EIFA's approach is based on the following principles:

Inclusion

Pupils learning English or French are included in mainstream learning and school activities wherever possible. Language support is designed to enable pupils to participate successfully in the wider curriculum rather than unnecessarily separating them from their peers.

High expectations

The School maintains high expectations for pupils who are learning an additional language. Language proficiency is not regarded as a barrier to high academic achievement.

Individualised support

Language provision is adapted to the pupil's age, prior education, proficiency, individual needs and curriculum pathway.

Integration of language and subject learning

Language development is most effective when pupils can apply new language in meaningful academic and social contexts. Specialist language teachers and class/subject teachers therefore work together to connect language support with the wider curriculum.

Valuing multilingualism

The School values pupils' home languages and recognises the educational, cultural and social benefits of multilingualism.

Shared responsibility

Supporting pupils who are developing English or French is the responsibility of the whole School. Specialist language teachers provide targeted expertise, but class and subject teachers remain responsible for ensuring that their teaching is accessible to pupils at different stages of language development.

6. IDENTIFICATION AND ASSESSMENT

The School seeks to identify pupils' language needs as early as reasonably practicable.

Information may be gathered through:

- the admissions process;
- discussions with pupils and parents;
- information from previous schools;
- previous academic records and reports;
- observation of pupils in lessons and social situations;
- teacher assessment;
- language proficiency assessments;
- standardised or external language assessments where appropriate.
- Assessment is used to establish a pupil's strengths, areas for development and ability to access the curriculum.

Where appropriate, the School may use the Common European Framework of Reference for Languages (CEFR) as a reference point when assessing and monitoring language proficiency.

For younger pupils, particularly in the Early Years and lower Primary School, progress may be assessed through age-appropriate observation, teacher assessment and evidence from classroom learning rather than formal language testing.

Assessment information is used to determine the appropriate level and type of support.

7. PRIMARY LANGUAGE SUPPORT

7.1 Early Years

In the Early Years Foundation Stage, EIFA provides a language-rich environment in which pupils have opportunities to develop their English and French through play, interaction, routines and structured learning activities.

Support may include:

- modelling language;
- repetition and reinforcement of vocabulary
- visual and practical resources
- songs, stories and educational games
- structured speaking and listening activities
- interaction with peers and adults
- bilingual or multilingual resources where appropriate
- targeted support from staff where required.

The School builds on pupils' existing linguistic experiences and recognises the importance of communication and language development in preparing pupils for future learning.

7.2 Primary School

Pupils joining the Primary School with EAL and/or FLE needs may receive targeted language support according to their individual needs.

Support may include:

- individual or small-group language lessons
- in-class support
- additional language-learning activities
- vocabulary and language development linked to classroom topics
- targeted reading, writing, speaking and listening activities
- pre-teaching and reinforcement of key vocabulary
- support with academic language.

Language-support staff work closely with class teachers to ensure that the content of specialist language sessions is connected to the curriculum wherever appropriate.

Teaching assistants may support individual pupils or small groups with language development in mainstream classes where appropriate.

The aim is to enable pupils to participate confidently and successfully in mainstream learning as their language proficiency develops.

7.3 MIDDLE SCHOOL LANGUAGE SUPPORT

In the Middle School, pupils with EAL and/or FLE needs are assessed to determine the most appropriate language pathway and level of support.

Depending on their individual profile and previous education, pupils may follow a personalised English or French as a second or foreign language programme.

The programme aims to:

- develop pupils' proficiency in English and/or French;
- develop academic language and subject-specific vocabulary;
- enable pupils to access the wider curriculum;
- prepare pupils, where appropriate, for recognised language qualifications;
- support successful transition to further education or another educational system.

Language support is particularly important where pupils are learning subjects in a language in which they are still developing proficiency.

For example, language support may help pupils to access subjects taught primarily in English, including Mathematics and Science, or subjects taught primarily in French, including History.

The precise provision is personalised according to the pupil's language profile and curriculum pathway.

Specialist language teachers work closely with subject teachers to identify language barriers and develop strategies to support access to subject learning.

8. TEACHING AND LEARNING

All teachers have responsibility for supporting pupils who are learning English or French as an additional language.

Subject and class teachers should take account of pupils' language proficiency when planning lessons and should use appropriate strategies to make learning accessible while maintaining appropriate challenge.

Strategies may include:

- explicitly teaching subject-specific vocabulary
- pre-teaching important terminology
- modelling spoken and written language
- providing visual support
- using diagrams, images and practical resources
- breaking complex instructions into manageable steps
- checking understanding regularly
- providing opportunities for structured speaking
- providing writing frames and other appropriate scaffolds
- providing models and exemplars

- adapting texts where appropriate
- providing glossaries or vocabulary lists
- allowing appropriate use of dictionaries and translation tools
- pairing or grouping pupils strategically
- allowing pupils appropriate opportunities to use their home language as a learning resource.

Language support should not unnecessarily reduce the intellectual challenge of the curriculum.

The objective is to support pupils to understand and communicate increasingly complex ideas independently.

9. RESPONSIBILITY OF CLASS AND SUBJECT TEACHERS

Class and subject teachers remain responsible for the teaching and learning of pupils with EAL/FLE.

Teachers should:

- know the language needs of pupils in their classes;
- use information provided by language-support teachers;
- differentiate teaching and resources appropriately;
- provide appropriate language scaffolding;
- consider language demands when planning assessments;
- communicate concerns about a pupil's progress to the appropriate language-support teacher;
- work collaboratively with specialist language teachers;
- monitor pupils' academic progress as well as their language development.

Language support does not replace the responsibility of the class or subject teacher to provide an accessible and appropriately challenging curriculum.

10. ACCESS TO THE CURRICULUM AND ASSESSMENT

EIFA aims to ensure that pupils learning English or French can participate as fully as possible in the School's curriculum.

Where language proficiency is not the intended learning outcome of an assessment, teachers should ensure that pupils are not disadvantaged simply because they are still developing English or French.

Appropriate support may include:

- simplified or clarified instructions where this does not compromise the purpose of the assessment;
- glossaries;
- visual prompts;
- appropriate translation tools;
- additional explanation;
- adapted resources;
- additional time where appropriate and permitted;
- other reasonable adjustments where required.

The School will distinguish between difficulties caused by language acquisition and difficulties with the subject knowledge or skills being assessed.

Where an assessment specifically assesses English or French language proficiency, appropriate assessment criteria will of course apply.

Any examination access arrangements will be determined in accordance with the relevant examination board's rules and requirements.

11. MONITORING LANGUAGE PROGRESS

The School monitors pupils' language development and academic progress to evaluate the effectiveness of language support.

Progress may be considered through:

- teacher assessment;
- classroom observations;
- work scrutiny;
- language assessments;
- CEFR-referenced assessment where appropriate;
- academic progress data;
- pupil voice;
- feedback from parents;
- feedback from class and subject teachers;
- recognised external language qualifications.

Where progress is slower than expected, the School will review the pupil's provision and consider whether additional or different support is required.

Where appropriate, the School will also consider whether difficulties may indicate needs beyond language acquisition and whether further assessment, including consideration under the SEND Policy, is appropriate.

12. LANGUAGE QUALIFICATIONS AND RECOGNITION OF ACHIEVEMENT

EIFA provides opportunities for pupils to demonstrate and celebrate their progress in English and French through recognised language qualifications where appropriate.

For English, pupils may have opportunities to undertake Cambridge English Qualifications, including appropriate Cambridge English qualifications for young learners and other qualifications according to age, proficiency and individual pathway. Cambridge English qualifications provide structured milestones and evidence of language skills and are aligned to the CEFR at relevant levels.

For French, pupils may have opportunities to undertake DELF qualifications, including DELF Prim or DELF junior/scolaire where appropriate to age and circumstances. DELF is an official French Ministry of Education diploma aligned to CEFR levels and is internationally recognised.

In the Secondary School, pupils may also have the opportunity to undertake IGCSE English or French as a Second Language, where this forms part of their individual curriculum pathway.

The School views language qualifications not simply as examinations but as opportunities for pupils to:

- recognise the progress they have made;
- develop confidence in using an additional language;
- celebrate their achievements;
- gain recognised evidence of their language proficiency;
- prepare for future educational and professional opportunities

13.INCLUSION AND SEND

EIFA is committed to ensuring that pupils learning English or French as an additional language are not disadvantaged because of their linguistic background.

The School recognises that language acquisition and SEND are distinct, although a pupil may have both EAL/FLE needs and SEND.

Where a pupil with EAL/FLE also has identified SEND, language-support provision will be coordinated with the provision set out in the pupil's Learning Support Plan and/or EHCP, where applicable.

Teachers will consider both the pupil's language needs and any special educational needs when planning teaching, assessment and support.

The School will make appropriate reasonable adjustments for disabled pupils in accordance with the Equality Act 2010 and the School's SEND Policy.

14.TRANSITION

The School recognises that effective transition is particularly important for pupils developing proficiency in English or French.

Where appropriate, information about a pupil's:

- language background;
- previous educational experience;
- current language proficiency;
- strengths and areas for development;
- existing support;
- relevant assessments;
- curriculum pathway

will be shared with the relevant staff to support continuity of provision.

When pupils join or leave EIFA, the School will seek to support a smooth transition by communicating relevant information with parents, pupils and, where appropriate, the pupil's previous or next educational setting.

15. PARENT AND PUPIL INVOLVEMENT

The School recognises the important role of parents and pupils in supporting language development.

Parents are encouraged to share information about:

- the languages used at home;
- the pupil's previous educational experience;
- previous language learning;
- any relevant assessment information;
- the pupil's strengths, interests and areas of difficulty.

The School values pupils' views and, where appropriate, involves pupils in discussions about their language-learning goals and support.

The School encourages families to continue developing and valuing pupils' home languages alongside English and French.

16. MONITORING AND REVIEW

The effectiveness of this policy is monitored by the Senior Leadership Team in collaboration with the Directors of Studies and language-support staff.

Monitoring may include:

- review of language assessment information;
- review of pupil progress;
- lesson observations and learning walks;
- scrutiny of pupil work;
- pupil and parent feedback;
- review of language-support provision;
- review of participation and outcomes in language qualifications.

The policy will be reviewed annually, or earlier where there are significant changes to the School's curriculum, provision or relevant statutory requirements.