



Claremont Multilingualism and EAL Policy

School Division: Whole School
Policy Division: Academic
Policy Owner: EAL Coordinator
Date: September 2025
Review Date: September 2026

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1. Introduction and Mission statement

At Claremont, we aim to celebrate each student's linguistic heritage, fostering an environment where languages merge fluidly to enhance learning and promote global perspectives. In our lessons, we strive to create an inspiring, inclusive space where amazing learning happens through active use and appreciation of multiple languages. Recognizing and maintaining home languages is crucial, with parents and carers playing a vital role in our linguistic community.

We believe that our multilingual vision reflects our commitment to preparing students for an ever-shrinking world where global connections are essential.

Whether our students are multilingual Native English Speakers, or on the journey to develop their proficiency in English, our community will welcome them and see their unique linguistic profile as an asset and a tool to enhance their learning in all subjects.

2. Statement of aims and commitment

As a school, we are aiming to create an environment where language acquisition and multilingualism are not only accepted, but embraced. An environment where staff have the skills and the mindset to create a multilingual habitus across our organisation.

The Language Policy is a guiding document for all members of the school community, including staff, parents and carers, and students. It outlines the school's commitment to fostering a multilingual environment that values linguistic diversity and promotes language learning. This policy should be interpreted as a framework for expectations and a code of conduct, setting out clear guidelines for language use within the school. The school welcomes feedback from all stakeholders to ensure that this policy remains relevant and effective. As a working document, it will be reviewed annually to reflect the evolving needs of the school community.

3. Context

East Sussex, with its rich history and diverse cultural landscape, is home to a variety of languages spoken within its schools. While English is the primary language of education, the county's multicultural environment has led to the inclusion of other languages in the curriculum.

In recent years, East Sussex has seen an increase in immigration, bringing with it a range of languages from around the world. As a result, many schools are now required and committed to deliver support in a variety of languages, such as Ukrainian, Polish, Arabic, Russian as well as a range of Indo-Aryan and Dravidian languages, like Hindi, Malayalam, Urdu, Tamil and more.

As a part of iSP group, Claremont has been open to the idea of cultural and linguistic diversity for years as well. Students from other countries and continents have been joining the school temporarily or permanently, depending on their individual academic and career goals.

Currently, we are entering an exciting era of Multilingualism becoming an intrinsic part of our identity as an educational organisation.

With this in mind, it is important to note that EAL (English as an Additional Language) is a label applicable to many more than just overseas students.

‘A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.’ (DfE Schools, Pupils and their Characteristics July 2020)

Thus, by embracing linguistic diversity and beginning to create a multilingual habitus within the school, Claremont is striving to cater and adapt to the current reality of education and its role in the wider world.

4. Key principles for second language acquisition

Several factors influence second language acquisition, including age, motivation, exposure, and cognitive style. Younger learners often acquire language more naturally, while older learners may benefit from structured instruction. Motivation plays a crucial role, as learners with intrinsic motivation tend to progress faster. Exposure to the target language is essential, and opportunities for meaningful interaction with native speakers can significantly accelerate language learning. Cognitive style, such as analytical or intuitive thinking, can also impact the learning process.

Another crucial factor is the fact that a learner's first language can significantly influence their acquisition of a second language. This is called positive and negative transfer. Positive transfer occurs when knowledge or skills from one language help in learning another. Negative transfer happens when features of one language interfere with the learning of another. Thus a Spanish speaker learning Italian might benefit from the similarity of the two languages' grammar and vocabulary whilst a Japanese speaker learning English might struggle with verb tenses, as Japanese grammar does not have the same emphasis on verb conjugation.

Finally, home language maintenance is vital not only for preserving cultural identity, but also for cognitive development and academic success. At Claremont we intend to support home language maintenance by offering, where and when possible, language classes in students' native languages.

5. EAL teaching and learning

5.1 Admissions

In order to identify a multilingual student's learning priorities, the students' cultural and linguistic background are considered. Language background information is obtained through the admissions process, which is in fact the beginning of students' induction into the linguistic community of our school. It is of vital importance that we understand their personal language histories to facilitate a smooth integration into the learning community.

This should happen as follows:

Local Day Students:

1. **Initial Application:** Parents submit an application form, typically including information about the child's academic history, extracurricular activities, and personal details.
2. **Language Assessment:** The school inquires about the child's first language and any additional languages spoken at home. For students who list additional languages, the school may gather further information to assess their language proficiency and determine any necessary support.

Boarding Students:

1. **Initial Application:** Parents submit an application form, similar to the process for day students.
2. **Language Assessment:** The Director of Boarding works closely with the Multilingualism Coordinator to organise the language assessment process, following the same steps as for day students.

Additionally, native speakers of languages other than English, whether temporary or permanent, are assessed using the Cambridge Placement Test (CPT) within the first two weeks of enrollment. The CPT assesses the student's English language proficiency and helps the school determine appropriate placement and support.

5.2 Induction processes for new arrivals:

Boarding Students:

- Upon joining EAL lessons, a 'Needs Analysis' document is completed by the student within the first week of joining the school.

All EAL students (including Day EAL students who are Native English Speakers)

- Tutors and teachers supporting all multilingual students with integration in their classes (Buddy system / strategic seating plan).
- International students being given the opportunity to share their language and culture with other students, e.g., International Mother Tongue Day.
- Parents having any doubts or concerns are encouraged to contact their child's tutor in the first instance. The tutors are working closely with the Multilingualism coordinator and understand they need to get them involved in case of language- specific questions and/or concerns.

5.3 Planning for new to the Main Language/s of Education (MLOE) learners

To support students, teachers and teaching teams will:

- Use information available in the school's database to plan, teach and identify the required level for the class teacher and EAL level, knowledge, skills and understanding.
This information will include CEFR (Common European Framework of Reference) language levels obtained by our students, as well as icons identifying three different levels of support needed depending on the student's proficiency level:
 - 1) Native English Speaker
 - 2) Good level of English
 - 3) Needs Significant Support

It is important to understand that a student with 'Good level of English' icon remains an EAL student needing support. The icon identifies them amongst others and implies that this student is expected to have sufficient levels of BICS and CALP to be generally independent in the lesson. Also, this indicator is not working in alignment with the students CEFR level; this means that a Sixth form student at B2 level might be identified as "needing significant support" due to the complexity of Tier 2 and Tier 3 language used in Sixth Form subjects. On the other hand, a Y9 student at a B2 level is likely to be labelled as having "Good level of English", since the required level of literacy to access their subjects would be less demanding.

Finally, the labelling process is not automated; it is completed by the Multilingualism coordinator, based on the initial CEPT test (Cambridge Placement Test) results and other qualitative information gathered from the students' teachers or lesson visits.

- Apply a range of assessment strategies, tasks and opportunities that reflect assessment for, of and as learning.
- Use assessment information to inform programming, planning, teaching and learning in the future to set language learning goals for each student.

Identifying and removing barriers to learning for Multilingual students

- Steps are taken to ensure a 'high expectations, high support' approach is embedded, so that the cognitive challenge remains appropriately high for all multilingual learners and is not reduced because the English language demand has been reduced.
- Home languages are celebrated and used when possible, to support understanding and learning.
- Teachers make sure that learners have access to collaborative activities that build their confidence and sense of belonging. This might include:
 - Using buddy systems
 - Paired reading
 - Assemblies
 - Class projects
 - Pair or group discussions
 - Completing shared tasks in a pair or group, e.g., matching, sorting, ranking
 - Activities or games with a competitive element, e.g., bingo
 - Drama and role play
 - Information exchange activities, including barrier games and jigsaw activities.

5.4 Strategies and techniques for language learning, differentiation & personalisation

It is important to embrace language learning strategies throughout the whole school community. Training, resources and initiatives to celebrate diversity, will be provided by the EAL and Multilingualism department to support students and teachers. Classroom and subject teachers are also encouraged to research language learning strategies and resources in their areas.

Through termly Continuous Professional Development sessions, developed in conjunction with the Multilingualism Professional Learning Pathway roll-out, the EAL and Multilingualism department will encourage and support the following:

When designing learning, all teachers across the school are expected to do the following:

- Identify the vocabulary required for the lesson and create visual or hard copy reference for all students with the support of the Multilingualism Lead when possible.
- Work in collaboration with the EAL and Multilingualism Coordinator; seeking advice and being willing to use suggested strategies in a diligent and comprehensive way.
- Support Multilingualism staff to review progress by providing feedback and relevant information.
- Support parents and families to understand their child's needs, how the school is developing their child's knowledge and skills and how learning can be supported outside of school.

5.5 Standardised Assessment and Tracking of Additional Language Learning

To ensure the language acquisition process is achieved and that it offers support where needed, the school uses high quality proficiency assessment (CEPT and CEFR levels) with the goal of producing actionable data that informs intervention procedures. These assessments are administered at key moments throughout the students' academic experience and the data is utilised by the Multilingualism team in coordination with other relevant areas to secure the continued progress of students.

In addition to that, the school organises CAT4 tests to help to identify possible SENDs that may constitute the language needs of particular learners.

5.6 Assessing the Development of Language Skills: Listening, Speaking, Reading, and Writing

At Claremont we use a language assessment continuum (CEFR- Common European Framework of Reference) to assess progress of the temporary or permanent EAL students, who are not Native English Speakers.

This takes place within the first two weeks of the students' arrival in their EAL lessons.

The data from the assessment procedures is used to target interventions and inform teaching and learning practices.

5.7 Evidence of Learning and Learning Visits for Additional Language Learning Design

An EAL register, created by the EAL and Multilingualism Coordinator, is available to staff to support their understanding of the individual needs of students. Staff are expected to know where to find it and how to interpret the information available in it. They are also expected to share any doubts, concerns or observations and information helpful to update the register (for example noticeable increase in a students CALP in their subject).

Through close collaboration and on-going conversation about the 'Support Level Indicators' the teachers, support staff and the EAL and Multilingualism coordinator ensure that the school's understanding of EAL students' needs is correct.

To further this, staff need to action this understanding by applying relevant strategies in their lessons. The EAL and Multilingualism Coordinator is thus engaged in monitoring the implementation of the language policy of the school using learning visits and Continuous Professional Development sessions. Each Learning Visit is followed by a supportive feedback conversation aiming at sharing "What Went Well" in the observed lesson, as well as providing action steps to improve the EAL students' overall quality of the learning experience ("Even Better If"). During these conversations the EAL and Multilingualism Coordinator will be drawing upon the knowledge shared in CPD sessions as well as in the MPLP Tier 2 programme.

6. The role of parents and carers in the EAL learners journey to success

Claremont School celebrates the rich linguistic diversity of our community. We recognize the value of multilingualism and its positive impact on cognitive development, cultural understanding, and academic achievement.

We encourage the use of home languages at home to maintain cultural identity and strengthen family bonds. Students are welcome to use their home languages at school, whether in conversations with friends, during collaborative activities, or in creative projects.

We believe that embracing multilingualism creates a vibrant and inclusive learning environment. By valuing and respecting all languages, we empower our students to become confident and globally-minded individuals.

6.1 Home Languages Support

Home language knowledge supports the development of CALP, and for this reason home language support is fundamental for any school with emergent bilinguals. Therefore, at Claremont we will strive to support home language learning in the following ways:

- Whenever possible, students new to the MLOE will have options to complete assessments and submit classwork and homework using translation devices
- Heads of Key Stages 4 and 5 will work closely with the EAL and Multilingualism Coordinator and MFL Lead and aim to meet with parents to explore additional examinations in home languages.

6.2 Opportunities and events which celebrate and support multilingualism

Staff and students both play a part in creating a welcoming environment for emergent bilinguals that also benefits themselves. School events and assemblies are done to clearly communicate that different languages and cultures have their place inside the school. In a similar way, to maintain an open mind for students who are already fluent in the language of instruction, these students can be chosen and form a group specifically made to support multilingual learners both academically and socially. If they wish to participate in ISP-wide events, they can have access to extra support that will help them achieve that goal.

Policy Owner:
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