




ST. ANDREW'S COLLEGE Cambridge

EAL POLICY

TO BE REVIEWED: August 2026	RESPONSIBILITY: Assistant Headteacher for Inclusion
AUTHORISED BY: ANNETTE POULAIN DATE: 30/08/2025	SIGNATURE: 

1. Purpose and Scope

At St. Andrew's College Cambridge, we recognise that English is the primary medium of instruction and supporting students in mastering it is central to academic success. Our English as an Additional Language (EAL) Policy reflects our commitment to:

- Ensuring all students, regardless of background, can access the curriculum and participate fully in academic life.
- Providing tailored support for students who require additional English language assistance.
- Supporting teachers, including those from international backgrounds, in delivering English-medium education effectively.

EAL support at St. Andrew's College is inclusive, catering to:

- Students who are native or near-native English speakers but benefit from support with academic vocabulary, study skills, or subject-specific language.
- Students who are non-native speakers and require targeted assistance to meet the demands of an English-speaking academic environment.

2. College Language Profile

St. Andrew's College Cambridge is a highly international learning community. The majority of international students are English as an Additional Language (EAL) learners, who benefit from targeted support to develop the academic English skills needed to thrive in an English-speaking educational environment.

This linguistic diversity is a defining feature of the college, enriching classroom discussion and collaborative learning. It also informs our approach to teaching, ensuring that every student receives support appropriate to their level of English proficiency, whether through vocabulary development, mentoring, tutoring, or structured academic programmes such as English for Academic Purposes (EAP).

3. EAL Provision



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Our EAL provision is comprehensive and flexible, offering support across the curriculum:

- General EAL support: Available to all students, focusing on reading, writing, listening, speaking, academic vocabulary, and study skills.
- Targeted interventions: For students requiring additional assistance, including small group sessions or 1-to-1 tutorials.
- Teacher support: Guidance for staff to adapt teaching strategies for EAL learners, including international staff.
- Tutorial: vocabulary check.

4. English for Academic Purposes (EAP) Programme

The EAP Programme is a structured subcategory of our EAL provision, designed for students who:

- Require additional English support for academic purposes.
- Are preparing for university applications and may need IELTS or equivalent proficiency.
- Would benefit from targeted instruction in academic writing, research skills, and subject-specific vocabulary.

Programme Overview:

- Duration: September to May
- Teaching Hours: 6 hours/week (4 hours IELTS Preparation + 2 hours General English)

Official Materials:

Ready for IELTS 2nd edition, *Grammar for IELTS*, and supplementary resources

Proficiency Tiers:

Tier	Book	CEFR / IELTS Target
Higher Tier (EAP/HT/GE)	<i>English File</i> , 4th edition – Advanced	C1 / IELTS 6.5–7 and above
Foundation Tier (EAP/FT/GE)	<i>English File</i> , 4th edition – Upper-Intermediate	B2 / IELTS 5.5–6

The EAP programme provides mock testing, formative assessment, and individual tutorials to monitor progress and support academic development. These are practiced using a variety of resources, such as practice books (CUP1-19), Write & Improve platform, and the online resources available.

4a. EAP Programme Guidance & University Entry Benchmarks

This is how we market the programme, matching the benchmark needed for entry onto UK universities:

- **Compulsory:** If your score is below 5, joining the EAP Programme is required.



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- **Highly Recommended:** If your score is between 5.5 and 6.
- **Recommended:** If your score is 6.

This guidance reflects the fact that UK universities have been raising their standards, and most competitive courses now require a minimum of **6.5 in all skills**. Some universities or courses may accept a score of **5.5**, depending on the type of course and institution. This general framework ensures students are **well-prepared to meet university entry requirements**.

Important Deadlines:

- Whether students participate in our EAP Programme or study independently, **Year 13 and 14 (Foundation) students must present a valid IELTS UKVI Academic certificate by April of the year they intend to start university**. This ensures that students who do not initially meet the required level have sufficient time to **retake the exam** or **secure a place on a pre-sessional course** at their chosen university.

5. Assessment and Progress Monitoring

Ongoing formative assessment for all EAL learners to identify strengths, weaknesses, and areas for targeted support are always welcomed and active.

- **Diagnostic Tests:** All new students complete initial diagnostic assessments upon entry, including LUCID Exact and DASH-2, which provide an overview of literacy, cognitive processing, and speed of writing. Alongside these, the English for Academic Purposes (EAP) Department conducts an English language proficiency assessment to determine each student's competence in reading, writing, listening, and speaking. This initial assessment helps to identify whether a student's challenges in accessing the curriculum stem from limited English proficiency, a potential learning difficulty, or a combination of both. Whereby a student is considered at potential border line SEND, please refer to or liaise with the SEND coordinator.
- **Data collection points:** Every month, and at the end of each term, students complete progress tests to track improvement.
- **Mock exams:** At the end of each term, students undertake full practice tests simulating the IELTS or equivalent academic English assessments.
- **Individual tutorials** for progress review and setting personalized learning targets based on test results.
- **Integration** into the overall college academic monitoring system to ensure continuous tracking of student performance and targeted interventions.



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6. Roles and Responsibilities

Teachers:

- Deliver EAL support across the curriculum.
- Provide differentiated instruction for students with varying proficiency levels.
- Work collaboratively with the EAP team for targeted academic support.

EAP Team:

- Deliver structured EAP instruction.
- Monitor and assess student progress.
- Liaise with teachers to ensure alignment of EAL support and academic learning.

All teachers involved in the EAP programme are responsible for following the agreed schemes of work and assessment criteria to ensure consistency and coherence across the provision. Wherever possible, all students should complete the same progress tests and mock examinations to maintain parity and reliability of assessment across the college. Teachers must consult with the subject lead and arrange regular check-ins before making any changes to the curriculum; any uncertainties or proposed material changes should be discussed and approved prior to implementation. No teacher should diverge from the established planning unless this has been formally discussed and authorised by the subject lead and/or the Head of Department.

Teachers delivering Exam classes (4-hour EAP IELTS groups) are additionally responsible for creating class-based assessments (progress tests) for scheduled data collection points.

- To support consistency, progress tests should be taken from the *Ready for IELTS* coursebook materials available in the digital teacher resource area; these pre-made tests require no additional planning and align directly with the units and topics taught. Where possible, assessments should be marked against a total of 40 points to ensure uniformity across groups.

Mock tests will be provided by the subject leader, and teachers must refer to the subject lead for guidance and clarification before administering any mock or alternative test. Teachers who require assistance with creating or sourcing progress tests should also contact the subject leader, who is available to support and provide suitable materials.

Students:

- Engage actively with EAL and EAP provision
- Apply strategies learned in academic work taking on board feedback provided by the teacher

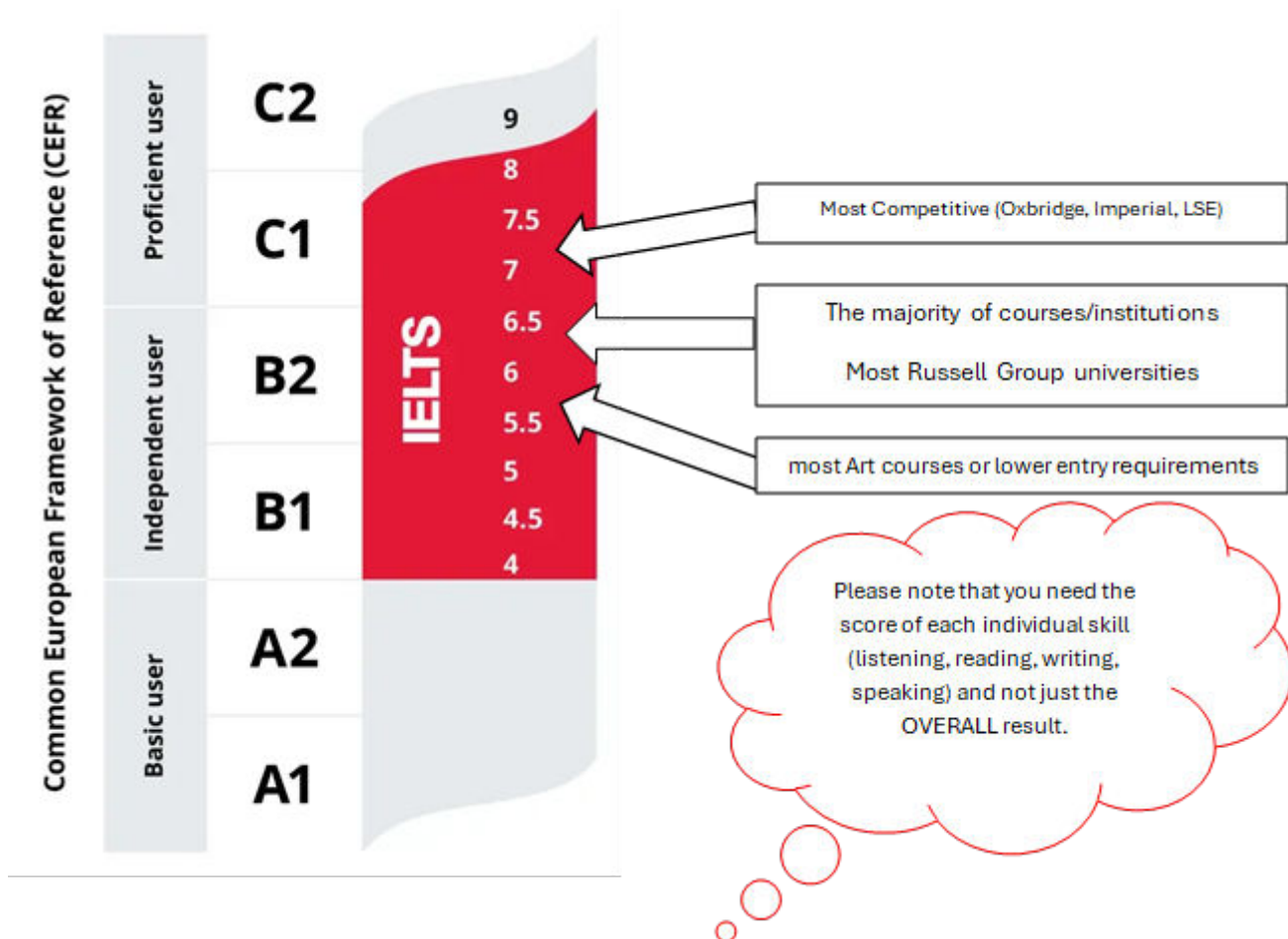


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- Participate in assessments and feedback sessions and ask for help or additional material if needed: this applies also to all students, not necessarily enrolled on the EAP program. If a student needs additional material to prepare for a test independently, teachers should provide these and offer to mark them against the exam assessment grids.

7. UK Universities entry language requirements

Although this may vary from course to course and from institution to another (from competitive courses to more safe options), this visual shows the general aim of CEFR expectations:





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8. EAP & EAL Team Members

- Ms Christine B, Deputy Head Academics
- Ms Despoina K., Head of Inclusion, EAP and Learning Support
- Ms Elisabetta I., EAP Lead Teacher & University Advisor

9. Review

This policy will be reviewed annually to ensure:

- Alignment with university English language requirements
- Consistency with best practice in EAL/EAP teaching
- Effectiveness in supporting student outcomes

Next review: August 2026