**Setting for individual subjects**

Close attention should be paid to appropriate setting for pupils with English as an additional language (EAL), particularly those newly arrived and beginning to learn English. Children may not have the linguistic competence in English to show their abilities in all subjects. This can lead teachers to decide to place pupils in sets which reflect their level of English but do not match their ability, believing that a slower pace and more restricted use of English will support achievement.

Based on research and guidance produced nationally, the EAL Service advises that a pupil with EAL who appears to be academically able should be placed in a set which reflects this.

**Arguments**

1. High expectations are crucial to success for pupils using EAL.
2. Higher sets provide better peer support.
3. If a child is able, he/she will have more interest and find more relevance in challenging work.
4. He/she will be able to use prior knowledge appropriately.
5. Most bilingual children arriving in Secondary school will have already received education, although the curriculum may have had a different focus.
6. Language is learned best in context.
7. Children with EAL need to be exposed to good models of spoken and written English so that they can develop excellent academic English.
8. A pupil will feel more comfortable socially when working with children of similar ability.
9. Data from formal testing in English designed and standardised to test monolingual English speakers is unlikely to reflect a bilingual pupil’s ability accurately.