



## **English as an Additional Language (EAL) Policy**

Signed:

Review date: September 2025

## **Rationale**

- All pupils should be provided with effective learning opportunities based on the principles of:
  - a) setting suitable learning challenges;
  - b) overcoming potential barriers to the learning and assessment of pupils;
  - c) responding to pupils' diverse learning needs.
- Throughout this policy, the term English as an Additional Language (EAL) will be used to refer to pupils who speak English as a second or third language. The term bilingual will not be used here: this indicates that a person uses two languages on a regular basis but does not specify the fluency with which they are used or whether or not one language is dominant over the other.

## **2) Introduction**

- In our school we value all pupils equally. We encourage all our children to aim for the highest possible standards and we take account of each child's individual needs and experiences.
- A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. This school recognizes the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## **3) Aims and objectives**

- Underlying our Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfillment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equalities Act 2010.
- The planning and delivery of the curriculum should take account of the language and learning needs of all pupils, providing equality of opportunity and inclusion for all. This policy specifically addresses the provision to be made for pupils with EAL and provides opportunities for children to make rapid progression in learning English.

#### **4) Admissions and induction**

- The admin staff will in the first instance liaise with prospective EAL pupil's parent(s)/carers(s) *prior* to the official start date in order to gather background information about the pupil. This will then be shared with key personnel.
- Parents are informed that pupil's start date is to be delayed by 2/3 days so that proper preparations can be made to support them.
- The school will provide a welcoming environment for newly-arrived pupils with EAL, ensuring that peer buddies are allocated and pupils are familiarized with the physical structure of the school.

#### **5) Role of the EAL coordinator and EAL support staff**

- The EAL coordinator and EAL support staff will play a leading role, as part of the school's distributed leadership team, in establishing EAL policy and practice and in developing priorities to raise standards and accelerate progress for pupils learning English as an Additional Language across the school.
- The Inclusion Leader/EAL coordinator/EAL support staff will work with class teacher(s), any other relevant agencies in order to assess pupils' needs in order to help teachers plan and implement appropriate provision to accelerate progress and close attainment gaps.

#### **6) EAL Provision and Inclusion**

- In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.
- The following table summarizes the responsibilities of Emmanuel Community School's EAL provision:

<b>STRATEGIC</b>	<b>OPERATIONAL</b>
<b>System and procedures</b>	<b>Learning and teaching</b>
<ul style="list-style-type: none"><li>• Assessment of new arrivals.</li><li>• Tracking and monitoring progress.</li><li>• Targeting of resources – including organization of interventions.</li></ul>	<ul style="list-style-type: none"><li>• Advising on strategies to support language development.</li><li>• Delivery of interventions.</li></ul>
<b>Curriculum development</b>	<b>Pastoral and Partnership roles</b>
<ul style="list-style-type: none"><li>• Advising colleagues on the availability and use of cross curricular resources which reflect diversity in the UK.</li><li>• Challenging stereotypes.</li></ul>	<ul style="list-style-type: none"><li>• Ensuring well-being of individuals.</li><li>• Working/communicating with parents as partners in educating.</li><li>• Developing community links.</li></ul>

- All children in our school follow the requirements of the Curriculum.
- Pupils with EAL will be able to participate fully in the school's broad and balanced curriculum.

- **We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.**
- **EAL pupils are simultaneously learning to use the English language whilst learning curriculum content through the medium of English. For this reason, EAL pupils benefit from being placed in a safe, mainstream environment in which tasks are clearly contextualized and suitably challenging.**
- **Class teachers will make effective arrangements for assessing attainment and progress, with support from the Inclusion Leader/EAL coordinator/EAL Support staff.**
- **Each class teacher will be expected to take responsibility for the progress of pupils learning EAL in their class.**
- **New arrivals to the country will have discrete individual language lessons to enable them to acquire English language skills as quickly as possible. This is to allow them to be able to access the rest of school curriculum in mainstream classes as swiftly as possible.**
- **Children with English as an additional language do not necessarily have separate teaching unless they need it. If necessary, teaching assistants will assist with the teaching of a child with EAL in mainstream classes. Sometimes the language support teacher works with groups composed not entirely of EAL children. Where appropriate, additional support staff will be deployed to implement specific EAL interventions for identified pupils.**
- **In the Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We help children learning English as an additional language by:**
  - a) **building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English**
  - b) **providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults**
  - c) **engaging the child in educational games that develop their language skills**
- **Identified EAL pupils, may require additional support during the Key Stage 1 and Key Stage 2 assessment periods.**
- **The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language:**
  - a) **In the mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.**
  - b) **For the written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to children who have limited English.**

## **7) Prioritization for support**

- The school will aim to provide support for students with EAL under the following headings:
  - a) Newly arrived students with little or no English
  - b) Students at end of key stage working well below age-related expectations because of EAL
  - c) Students who need specific help with grammar and syntax in lessons.
- N.B. Where this support involves withdrawing students from class, this will be time-limited and will be measured for impact.
- Students with EAL who, may also have special educational needs, will be referred to the school's Inclusion Lead/SENCo.

## **8) Good practice to be used across the curriculum:**

- Providing an environment in which pupils feel welcome and confident through the use of engaging activities and displays that reflect pupil diversity and support language development.
- Providing effective teacher/peer models of spoken and written language, giving pupils opportunities to absorb receptive language before being required to produce language.
- Providing enhanced opportunities for speaking and listening through small-group collaborative tasks.
- Assessing the language and learning demands of curriculum content in terms of key concepts, vocabulary and structure and providing subsequent support through use of visual materials, bilingual support materials and writing scaffolds.
- Planning for pupils with EAL will meet their language development needs and may include writing frames, picture prompts etc.
- Paying attention to grouping strategies, selecting mixed ability groupings that provide EAL pupils with good models of speaking, reading and writing.
- As appropriate, using pupils' first language to support learning by activating prior knowledge thus encouraging further conceptual development.
- Providing short-term induction support for learners with limited English in order to encourage the development of basic social language and English literacy skills.
- Providing ongoing support for more advanced learners of EAL through, for example, explicit teaching of a wide range of genres and registers, providing opportunities for pupils to redraft work.
- Selecting and using good quality visual aids and culturally relevant resources.

## **9) Teaching and learning style**

- **In our school teachers use various methods to help children who are learning English as an additional language develop their spoken and written English by:**
  - a) **covering not just key words but also idioms**
  - b) **explaining how spoken and written English have different uses for different purposes**
  - c) **giving them appropriate opportunities for oracy and using talk to support writing**

## **10) Monitoring and evaluation**

**The school's Inclusion Leader/EAL coordinator/EAL Support staff will liaise with relevant staff to maintain a regularly updated register of pupils learning EAL and their level of English acquisition.**

**Data will be logged on Insight logging to ascertain the Level of English Proficiency.**

## **Common European Framework of Reference for Languages (CEFR)**

### **Global Representation**

Simple 'global' representation will make it easier to communicate the system to non-specialist users and will provide teachers and curriculum planners with orientation points.

<b>PROFICIENT USER</b>	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>INDEPENDENT USER</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>BASIC USER</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## Common European Framework of Reference for Languages (CEFR)

The chart in this table was designed to assess spoken performances. It focuses on different qualitative aspects of language use.

	<b>RANGE</b>	<b>ACCURACY</b>	<b>FLUENCY</b>	<b>INTERACTION</b>	<b>COHERENCE</b>
<b>C2</b>	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
<b>C1</b>	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>B2</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a

	<b>RANGE</b>	<b>ACCURACY</b>	<b>FLUENCY</b>	<b>INTERACTION</b>	<b>COHERENCE</b>
	searching for words, using some complex sentence forms to do so.		are few noticeably long pauses.	along on familiar ground confirming comprehension, inviting others in, etc.	long contribution.
<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>A2</b>	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
<b>A1</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate fewer familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

**Staff will be made aware of each pupil's level of English acquisition and are expected to take responsibility for the language development needs of the pupils with EAL in their lessons. The effectiveness of current practice will be monitored through regular target- setting and the analysis of pupil attainment levels.**

**This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary**





## **ADDENDUM:** **WORKING DEFINITIONS**

<b>EAL</b>	<b>Stands for English as an additional language and recognizes the fact that many pupils learning English in schools in this country already know one or more other languages and are adding English to that repertoire.</b>
<b>Bilingual</b>	<b>Is used to refer to those pupils who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.</b>
<b>Advanced learner of EAL</b>	<b>Is a term used to describe pupils who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are pupils, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support in order to develop the cognitive and academic language necessary for educational success.</b>
<b>Minority ethnic group</b>	<b>Is used in this publication for all those groups other than the white British majority. Although pupils from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as pupils from minority ethnic groups. Most pupils learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are white.</b>

Source:

*Excellence and enjoyment: learning and teaching for bilingual children in the primary years, DfES 2006*



## **ADDENDUM: EAL NEW PUPIL INFORMATION SHEET**

<b>CHILD'S NAME</b>		<b>D.O.B</b>	
<b>CLASS</b>		<b>GENDER</b>	
<b>FIRST LANGUAGE</b>		<b>RELIGION</b>	

<b>General background</b>				
<b>First Language competency</b>	<b>SPEAKING</b>	<b>Yes</b>	<b>No</b>	<b>Limited</b>
	<b>READING</b>	<b>Yes</b>	<b>No</b>	<b>Limited</b>
	<b>WRITING</b>	<b>Yes</b>	<b>No</b>	<b>Limited</b>
<b>Other languages</b>				
<b>First/ Other language(s) spoken by parent(s)/ carer(s)</b>				
<b>Context and use of language (e.g. when did the child start to use the first and other languages and with whom/who do they use the languages with now?)</b>				
<b>Country of birth</b>				
<b>Other resident countries</b>				
<b>Schooling history (including language of schools and any pre-school education and skills learned, e.g. maths concepts)</b>				
<b>Length of time learning English</b>				
<b>Skills in English</b>	<b>SPEAKING</b>	<b>Yes</b>	<b>No</b>	<b>Limited</b>
	<b>READING</b>	<b>Yes</b>	<b>No</b>	<b>Limited</b>
	<b>WRITING</b>	<b>Yes</b>	<b>No</b>	<b>Limited</b>
<b>Parents' interpreting needs</b>				

<b>Additional comments</b> (e.g. strengths,	
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## **Success Criteria for New Arrivals**

### **End of week 1.**

- To be relaxed and happy.
- To be beginning to follow some of the conventions and routines of the classroom.
- To be familiar with the arrangements for school mealtimes.
- To be familiar with the location and use of lockers and toilets.
- To be beginning to interact socially with class peers.

### **End of week 3.**

- Come to school happily.
- To be relaxed and happy in school.
- To be familiar with the geography of the school.
- Can follow daily and class routines.
- To initiate verbal contact with their teachers or teaching assistants.
- To be settling to tasks in the classroom.
- To be playing with others in the playground.

### **End of the first term.**

- To be relaxed and happy.
- To participate in group and class activities at an appropriate level.
- To interact positively with other children.
- To work co-operatively with other children.
- To be confident in small group situations.
- Can work or play without constant adult supervision.
- Shows interest and motivation in learning.
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner