



English as an Additional Language (EAL) Policy

Policy Leader: Assistant Principal (Personal Development)

February 2026

Date of review: February 2029

ASPIRE

ACHIEVEMENT * SUPPORT * PERSEVERANCE * INDIVIDUALITY * RESPECT * EXCELLENCE

The government **definition** of a bilingual learner is that it refers to ‘all students who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages’ (DfES 2023). Diversity of **EAL** learners.

PURPOSE

- To promote equality of opportunity for all learners for whom English is an additional language (EAL)
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language
- To ensure EAL students reach their full potential

Guidelines

1. To promote academic achievement by grouping EAL students according to cognitive level rather than English language level.
2. To promote and encourage the development of the children’s first languages in order to facilitate concept development in tandem with their acquisition of English. Where appropriate ensure they have an opportunity to sit a level 2 qualification in their native tongue.
3. To provide students with access to resources which are age appropriate, at a suitable level, and are linguistically and culturally appropriate.
4. To use key visuals and other strategies to support children’s access to the curriculum.
5. To ensure that learners not yet fluent in spoken English or the language of the curriculum are supported within the college and have a dedicated member of staff to go to (Mrs Hills).
6. To actively liaise with parents to help them to support their children’s learning and encourage them to become involved in school activities.
7. To facilitate parents’ access to college life by providing dual language information and additional support where possible especially for parents’ evenings, college events and workshops, and to monitor parental involvement.
8. To ensure that EAL students are assessed in their first language where possible and where appropriate.
9. To seek first language assessment to ensure the accurate identification of SEN.
10. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
11. To celebrate multilingual skills and promote linguistic diversity with all students.
12. Where possible EAL students are encouraged to be entered for a GCSE in their Heritage language during Year 10.

SUPPORTING THE EAL POLICY

Whole college language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support students to develop oracy and literacy across the curriculum. Good practice time will be used to promote EAL strategies.

In writing schemes of work and medium term plans, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?

2. How can teachers (or additional adults or other students) model the key subject language needed?
3. What specialist vocabulary do students need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do students need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do students need to carry out and how can these be framed to support students at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in supporting EAL students?

The role of class teachers is to:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary and provide in advance where possible
- develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts
- model writing for key text types within their subject

Language and literacy experiences of EAL learners

- Some students already have good language and literacy skills in two or more languages
- Some students are beginner EAL learners who have never learnt to read or write in any language
- Some students have missed some, or all, of their education and have not fully developed the language and literacy skills needed for secondary school
- Some students have SEN with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the secondary curriculum which is the key to academic success.

As students progress through school, the language and literacy demands of the curriculum **increase** and students need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Students who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to;

- develop oral fluency quickly
- immediately feel part of the college
- develop language in context
- experience their full curriculum entitlement

Additional support in class and short withdrawals for intervention will be beneficial in the early stages, although students should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable students to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities
- Where appropriate, students will be supported with the use of technology such as tablets and online translators.

Developing language and literacy skills

In order to be fully literate, students need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

Learning from text

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

Teaching strategies

- Make the purpose of reading explicit
- Read aloud to students
- Teach students how to find their way around text books and use index, contents, etc.
- Show students how to write questions before starting research
- Help students decide whether to scan or skim read or close read
- Ask students to transfer information from text to diagrams
- Encourage and show students how to use the library for research and pleasure

Learning through writing

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

Teaching strategies

- Make sure students are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help students use appropriate level of formality

- Give students model texts before asking them to write
- Show students how to organise writing using planning frameworks and graphic organisers
- Support extended writing with frames and key connectives to link ideas
- Ask students to evaluate, correct and redraft their writing