



EAL POLICY

Status	Approved	Approval	Full Governing Body
Maintenance	Resources Committee	Role(s) responsible	Deputy Headteacher
Date effective	September 2021	Date of last review	July 2025
Date of next review	September 2026	Date withdrawn	Not withdrawn

Colton Hills Community School

Rationale

This policy is concerned with bilingual learners (hereafter referred to as EAL learners) who have a home language other than English and who are in the process of learning to use English as an additional language for educational and social purposes.

Bilingual learners – the term is currently used to refer to students who live in two languages, who have access to, or who need to use two or more languages at home and at school. It does not mean that they are competent and literate in both languages. EAL provision uses two languages in some proportion in order to facilitate learning by students who have a native proficiency in one language and are acquiring proficiency in the other.

1. Introduction – Fundamental principles

- 1.1 In our school the teaching and learning, achievements, attitudes and well-being of all our students are priority. We encourage all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.
- 1.2 Schools as a whole have a role to play in creating a positive learning environment, which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. The whole school ethos should reflect the value placed on diversity and respect accorded to all individuals. Support for a variety of learning needs should be seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

2. Defining EAL

2.1 An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking secondary school;
- Born abroad, but moved to the United Kingdom at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

2.2 For the purpose of planning appropriate provision and communication between staff, EAL pupils' competences in English Language can be categorized as described below:

- Band A** **New to English/Beginning** - silent period/beginner learner
- Band B** **Early Acquisition/Emerging** - Basic Interpersonal Communication Skills (BICS) (Acquisition period 0 – 2 years)
- Band C** **Developing Competence/Expanding** -socially competent and starting to communicate more efficiently in an academic setting
- Band D** **Competent/Diversifying** - satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum
- Band E** **Fluent** - Cognitive Academic Language Proficiency (CALP) – level of English is no barrier to academic achievement. (Acquisition period 7 – 10 years)



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3. Statement of Aims

The School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

The School will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means to learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

4. The Context of School

Colton Hills Community School is an 11-18 comprehensive secondary school in Wolverhampton. The school currently has young people from a variety of backgrounds and also a high proportion of pupils who speak English as an Additional Language. It is therefore a distinctive feature of the school and imperative that all staff and stakeholders are aware of policies on EAL.

5. Principles of EAL Provision

- EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities;
- The school environment, both in and outside the classroom, should promote language development, through multi-cultural displays, bilingual signs and diverse activities and events;
- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

6. The School's EAL Objectives

EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;

- Procedures are in place to ensure teachers are aware of such pupils and supported in meeting their needs;
- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in extracurricular activities;
- The views of the pupil are sought and taken into account;
- Appropriate resources are available and are used in school;
- EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness.

7. Roles and Responsibilities

7.1 The member of staff responsible for coordinating EAL provision is the EAL Coordinator.

The responsibilities include:



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- Leading the direct support for target EAL students, working in partnership with mainstream staff.
- Providing/co-ordinating language support specific to the needs of the secondary curriculum at Key Stage 3 and 4, especially in English, Science, Mathematics, ICT and options for EAL students at Key Stage 4.
- Teaching withdrawal groups, where appropriate.
- Developing short- term induction programmes to suit individual students' needs and regularly adapting the 'Induction of pupils new to English plan' (Appendix A)
- Evaluating and assessing existing schemes of work and those developed in partnership to meet targets. Building up collections of teaching resources and disseminating them to staff appropriately.
- Assessing the needs of newly arrived students and liaising with the relevant members of staff regarding the placement of students in appropriate tutor groups and sets.
- Assessment of target students in order to assess needs and monitor progress. Responsibility for identifying and meeting the language needs of EAL learners.
- Working with the pastoral teams, meeting with parents and maintaining links between home and school.
- Encouraging links with local community groups, arranging for translators and interpreters and liaising with local authority departments.
- Helping to provide INSET for mainstream teachers.
- Attending school meetings as appropriate and promoting issues relevant to EAL students through school development groups.
- Leading the development and monitoring of EAL students, evaluating and reviewing targets, maintaining suitable record keeping and monitoring systems, updating assessment documents, in order to report to relevant parties as appropriate.
- Having an active role in the wider curriculum, participating in extra curricular activities and school journeys, work experience and extension activities.

7.2 EAL provision is a whole school responsibility. Class teachers should:

- Be aware of the pupils on the EAL register;
- Be aware of the influence of behavior, attitude and cultural expectations;
- Liaise with the EAL coordinator;
- Plan their teaching to support and progress language development.

8. Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of Language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot be assumed and need to be explored.
- Teachers play a crucial role in modeling correct uses of language.
- Additional support is best seen as an integral part of the curriculum and lesson planning.
- A distinction is made between EAL and SEN.
- Language is central to our identity. Therefore teachers need to be aware of the importance of pupil's home languages and to build on their existing knowledge and skills.
- All languages, dialects, accents and cultures are valued; however we aim to teach standard English.



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9. Welcome and Identification

9.1 An EAL need is usually identified during the admission process. Information is gathered from feeder Primary schools where possible and in new arrival cases, informal meetings are arranged to gather information from parents/guardians and the pupil. When appropriate, translators can be used to ensure clear and informative communication between the school, the pupil and their parents/guardians.

Factual information is gathered about:

- The pupils date of entry
- The pupils' linguistic background and competence in other languages
- The pupils previous educational and schooling experience
- The family and biographical background

9.2 If at a later date a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL they will liaise with the EAL coordinator and discuss appropriate strategies. The class teacher will liaise with parents/guardians involving them in the decision making process where appropriate. All relevant staff will be informed.

9.3 EAL pupils will complete an induction program, tailored to their individual needs, organised by the EAL coordinator. This program entails full inclusion into the school day, starting immediately with the curriculum timetable appropriate for the EAL pupil. Additional EAL support is offered, to focus on specific English Language acquisition and development, provided by the EAL coordinator. The frequency of exclusive language lessons is flexible to the individual needs of the learner.

9.4 EAL pupils will receive a 'buddy' in school for the first week of attendance. Where possible they will be existing pupils who share the same native language and have experience with the EAL processes. If not available, a buddy with a positive model of English will be selective to welcome and support the new arrival.

10. Assessment

Methods used to assess the nature and extent of the need of identified EAL pupils include:

- Formal assessment in reading, writing, speaking and listening skills.
- New Salford Sentence Reading Test to obtain Reading and Comprehension Ages.
- Maths test.
- Input from pupil and parents

On the basis of the gathered information pupils will be assigned a level of competence as outlined in 2.2 using the Bell Foundation EAL Assessment Framework for Schools (Secondary). These band scales of English language proficiency along with classroom support strategies relevant to the individual descriptors will be available for staff reference. A thorough and tailored student support plan is sent out to teachers, identifying short- and medium-term strategies, and this is also attached to the student profile on Edukey and Class Charts. The information will be used to assess the most appropriate provision for a particular pupil.

10.1 The school recognizes that having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of bilingual EAL learners are not identical neither are they mutually exclusive. However, should SEN needs be identified; EAL pupils will have equal access to school SEN provision, in addition to EAL support.



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11. Record Keeping and Monitoring

The EAL register should contain the following information:

- Pupil's name and year group
- Pupil's mother tongue
- Languages spoken at home
- Use of additional languages at home (sometimes/everyday)
- Whether the pupil reads or writes in another language
- Assigned proficiency category

Teachers of EAL pupils are required to be aware of their personal needs and implement strategies where necessary and teach appropriately. Staff are encouraged to regularly observe, assess, record and evaluate information about the pupils' developing use of language. Adaptive teaching opportunities are provided; however, the pupil will be integrated as fully as possible and on the whole their needs should be met within the classroom in support of an immersion strategy which supports social and academic development to the benefit of the child

12. Provision

12.1 Teaching and Learning

Staff plans should demonstrate adaptive teaching opportunities matched to the individual EAL pupil's needs.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff can review grouping arrangements to ensure EAL learners have access to strong English language peer models.

12.2 Language support in the classroom

Language support is best provided in the classroom wherever possible, as time out of subject lessons can have a detrimental effect on curriculum achievements. More importantly, the curriculum offers an ideal platform for language learning as it offers pupils the chance to practice all four language skills, (speaking, listening, reading and writing), with peers and adults.

An EAL pupil can reach the BICS (Basic Interpersonal Communicative Skills) stage within 2 years of exposure to English, but may take a minimum of 5 years and usually longer to acquire CALP (Cognitive Academic Language Proficiency) to the level of their EMT (English as a mother tongue) peers.

A supportive classroom environment enriches the language content of the lesson, whatever the subject discipline. Language enrichment has been shown to benefit both EAL and EMT pupils, and all teachers should take on the role of teachers of language in the context of their subject. According to the most recent research, the most effective pedagogy to support language acquisition emphasizes learning that is:

- Social;
- Oral;
- Collaborative;
- Contextualised;
- Indivisible from conceptual development;
- Challenging, to provide extension both linguistically and cognitively.



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This is reflected in the notes on language enriched teaching in Appendix B. There is considerable evidence to demonstrate that, in optimum circumstances, once proficiency in English is achieved as evidenced through Bell Foundation EAL Assessment Framework the progress for pupils with EAL across the curriculum can often be rapid.

12.3 Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, listening and reading
- Additional visual support, e.g. posters, non-verbal cues, demonstrations etc.
- Additional verbal support, e.g. alternative phrasing, peer support and repetition
- Bilingual resources, e.g. on-line support, key word lists, dual language books
- Opportunities for role play
- Pupils receive regular feedback
- Where possible learning moves from concrete to abstract

12.4 Resources

Displays and resources should reflect linguistic and cultural diversity. Resources for reading and writing are monitored for cultural accessibility. A range of resources is used to support pupil's linguistic development, e.g. games, visual materials, key word lists, bilingual dictionaries, audio materials, computer software etc.

13. Examination arrangements

In line with exam board recommendations the use of bilingual translation dictionaries with 25% extra time must be applied for by the EAL Coordinator or the SENCo where all of the following exist:

- the candidate's first language is not English
- the candidate entered the United Kingdom within three years of the examination(s), is new to learning English and does not have sufficient prior and current knowledge of academic English. The candidate may have been assessed on arrival as being new to English (Band A) or in the early acquisition stages of language development (Band B).
- English is not one of the languages spoken in the family home
- prior to their arrival in the United Kingdom the candidate was not:
- Educated in an international school where some or the entire curriculum was delivered in English
- The provision of 25% extra time reflects the candidate's normal way of working with the dictionary

For new arrivals, where appropriate, in particular when joining the school at year 10 or 11, it may be possible for the candidate to sit a subject exam in their mother tongue. Each case will be individually assessed.

Appendix A

Induction of pupils new to English - Survival language in the early weeks

Building relationships and getting to know the school environment (oral focus)

- Greeting others (formally and informally)
- Identifying people in school (names and roles)
- Identifying school subjects and teachers
- Understanding time
- Identifying places around school



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- Expressing understanding
- Expressing simple likes and dislikes
- Expressing opinions
- Following basic instructions
- Expressing feelings
- Identifying and locating things in the classroom
- Making simple requests
- Asking about food/cost

Basic language for learning and school subjects (oral and written focus)

- Getting to know learning routines in school
- Understanding how the education system works in England
- Subject-specific language support for each subject

Appendix B

Language Enriched Teaching

- Analyse the language demands of lesson content, in order to understand how each lesson can promote language as well as content learning;
- Preview language objectives alongside other aims at the beginning of the lesson;
- Provide ample opportunities for talk – pair walk, collaborative activities etc. (whilst being aware that pupils with EAL may need time before being able or confident to engage in speaking) and model spoken structures, for example using frameworks for talking and active listening tasks;
- Encourage pupil responses and promote interaction using different forms of questioning: closed and open, concrete and abstract etc. ;
- Allow pupils 'time to think' before answering questions;
- Scaffold reading activities, for example matching, sequencing, providing writing frames and word banks;
- Teach language skills explicitly, including demonstrating grammar conventions (e.g. the use of connectives in formal writing), with opportunities to practice language use in a social context;
- Focus on developing – and providing the language for – higher order thinking skills such as hypothesizing, evaluating, inferring, generalising etc.;
- Prepare resources that support the development of pupils' language skills and understanding, including visuals or graphic organisers (for example: timelines, tree diagrams, flow charts, mind maps, tables, graphs and charts) to support understanding of key words and concepts;
- Develop increased opportunities for all pupils to be taught subjects through kinesthetic activities, such as art and design, music, drama and sport;
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarizing and recording what has been learnt and creating opportunities to revisit key concepts through questioning;
- Allow pupils time to summarise and reflect on what they have learned at the end of a lesson;
- Integrate speaking, listening, reading and writing, and use one language skill to support and reinforce another.