

# EAL Policy

Policy Name	EAL Policy
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Head of English/ Ms. Raziya
Role	Principal
Approval	August 2024
Reviewed by	Mr. Benjamin Barry
Role	Principal
Review Date	August 2025

## Mission Statement

Grammar School believes that every child matters and that learning should be fun, innovative, purposeful and challenging.

## School's Mission

We are committed to delivering innovative and inspirational teaching that develop confident learners by:

- Encouraging students to take ownership of their learning.
- Developing teaching strategies that are innovative, engaging and fun.
- Preparing our students for the challenges ahead and make them ready for life as global citizens.
- Enabling our students to become critical, independent thinkers who embrace lifelong learning.
- Ensuring that equal opportunity exists to empower our students to achieve their personal best.
- Promoting a positive and respectful partnership with students, teachers, parents and the wider community.
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.

## What is EAL?

EAL stands for English as an Additional Language. This term applies to any students whose mother tongue is not English. Students within this could range from those just beginning to learn English with very little speaking confidence to bilingual learners who need little to no support at all.

In the EAL department we ensure that students who do not have English as a first language get the support, they need in order to access the mainstream curriculum, participate and contribute their knowledge and thoughts to the class. Students come to us at many different language levels from almost every year group of the school. At Grammar school we currently have students from over 68 countries speaking over 68 languages!

## Vision of EAL

At Grammar we believe that every student within our care should receive the support necessary to access the curriculum, regardless of their language levels upon enrolment.

We plan our teaching and learning in such a way that each student can aspire to the highest level of personal achievement. We believe all achievements are recognised, no matter how insignificant they may seem to others, to motivate our students.

It is essential that we provide an environment in which students feel supported and cared for. We want to instil self-confidence in students and give full access to all areas of learning through differentiating, adapting and modifying the curriculum. Diversity is an asset and teachers will strive to ensure all students reach their full potential, irrespective of culture, race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults.

## Objectives:

- To identify and assess language needs as quickly as possible.
- To continually monitor the progress of all students receiving support
- To facilitate access to the curriculum through differentiated planning and modification by class teachers and EAL Specialists
- To provide specific input, matched to individual needs, in addition to differentiated classroom provisions.
- To provide classroom teachers with information (ILP targets, language levels, etc) and support so they feel confident in meeting the needs of their EAL students.
- To promote confidence

- To enable students to make use of the EAL program and be independent learners.
- To ensure parents and teachers of our language learners are informed and understand the targets the students are working towards developing.
- To support the families of our language learners
- To promote the importance of multilingualism and maintaining one's mother tongue in today's society.

### Identification and Enrolment

EAL students who are new to English should be identified as early as possible through screening to ensure they are provided intensive program support. Students are identified in various ways:

- Admissions and parents: Parents disclose the need for language support upon enrolment. This is the preferred method of referral as it ensures the student receives early intervention support. Our admissions team is also very skilled in identifying students who may require the EAL program support.
- Use of data: Every student entering year 3 and above is required to take a CAT4 test with the admissions team before an offer is made. This test can assist us in determining if a student needs language support. Students with a low verbal score will be referred for a language test prior to an offer being made.
- All new admissions or current students, who have already been identified as EAL learners through initial assessment at admission, will be nominated for EAL support by their homeroom or English teachers, Counsellor and/or Inclusion department. Once a nomination is received, the student will be assessed using The Bell Foundation/ NALDIC Assessment Tracker for Early Years, Primary or Secondary. The language skills of listening, speaking, reading, and writing appropriate to the student's age and development will be assessed and tracked.
- Each skill is assessed using the descriptors to determine a baseline for the proficiency level.
- A student will be entered in the EAL programme if their proficiencies across the 4 language skills are at the Bell Foundation/ NALDIC levels A, B or C.
- Additional assessment data such as CAT4 score of stanines 1 or 2 in Verbal Reasoning and AR reading age deficits of more than a year can also be used in Primary and Secondary to triangulate evaluation.

### Links to The Bell Foundation/ NALDIC website

These are useful webinars and tracker descriptors and templates from the website, which can be accessed free of cost after registration. [Some of these links are provided through Google Drive links for illustration]

To have free access to The Bell Foundation and NALDIC website you must first register and then you can access those parts of the site best fitted to your needs. Please explore freely. There should be no need to make payments. Click on the email here <https://www.bell-foundation.org.uk/log-in/> and then complete registration to access resources.

- <https://www.youtube.com/watch?v=JwivUIVWPgU> (Webinar for more advanced [level D and E] EAL learners in the primary section, 1h03'14")
- [EAL-Assessment-Tracker-Secondary \(1\).xlsx](https://drive.google.com/file/d/1ynil3BFzY8G_CDQaVllybmHMEZsdtP5t/view?usp=sharing) (Excel template for the tracker. [https://drive.google.com/file/d/1ynil3BFzY8G\\_CDQaVllybmHMEZsdtP5t/view?usp=sharing](https://drive.google.com/file/d/1ynil3BFzY8G_CDQaVllybmHMEZsdtP5t/view?usp=sharing))

### EAL Programme Approach

Students for whom English is an additional language have diverse needs in terms of support for English language learning. Teachers' planning should take account of factors such as:

- the student's age,
- the length of time they have been learning the English language,
- the context of previous learning, i.e. whether formal or informal/ casual,
- any previous educational experiences,
- their skills or proficiency levels in their first language (L1).

This knowledge will be sought from parents, previous school reports, observation of the students in and out of class. Careful monitoring of each student's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no cognitive or additional learning difficulties are present.






Teachers are supported to explicitly plan and differentiate learning materials for beginners and for more advanced learners to ensure that EAL students are given appropriately challenging tasks. The EAL teacher will provide support to students and teachers across the school. Strategies are shared to guide teachers how to support and plan inclusive lessons to cater for the needs of the EAL students, to ensure they feel included and are given the tools to complete classwork effectively.

**EAL Approach – Please click on to any links you see throughout this document**

<b>Years FS2-</b>	<b>Years 3 to</b>	<b>Years 7 to</b>	<b>Years 10 to 13</b>
<p><b><u>Inclusion Approach</u></b></p> <p>Homeroom teacher and TA support EAL in consultation with the Inclusion department and/or any EAL specialist.</p> <p>Guidance for the support of potentially bilingual children as they acquire and develop skills in both their native languages and English is supported by NALDIC.</p>	<p><b><u>Inclusion Approach</u></b></p> <p>Subject teachers provide support in the mainstream classes in consultation with the Inclusion department and/or any EAL specialist.</p> <p>Pull-out support with Inclusion/EAL specialist</p>	<p><b><u>Case-by-Case Approach</u></b></p> <p>Subject teachers provide individualised support for students according to their Bell Foundation A-C level (CEFR Pre A1 – B2) in close consultation with Inclusion and English departments and/or any EAL specialist.</p> <p>Pull-out support with Inclusion/EAL specialist</p>	<p><b><u>Case-by-Case Approach</u></b></p> <p>EAL students preparing for IGCSE or other 16+ qualifications are assessed on admission to determine whether they can access English as a Second Language (e.g. IGCSE 0510)</p> <p>Subject teachers will provide individualised support for agreed IGCSE options in close consultation with Inclusion and English departments and/or any EAL specialist.</p>

### The Bell Foundation/NALDIC EAL Classification Codes

We use the Bell Foundation/NALDIC proficiency levels A – E, which are those used in UK schools. These are the reference points for pupils on the EAL register.

 <p><b>A</b> NEW TO ENGLISH</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Use first language for learning and other purposes.</li> <li>• Remain completely silent in the classroom.</li> <li>• Be copying/ repeating some words or phrases.</li> <li>• Understand some everyday expressions in English but may have minimal or no literacy in English.</li> </ul> <p><b>Needs a considerable amount of EAL support.</b></p>
 <p><b>B</b> EARLY ACQUISITION</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Follow day-to-day social communication in English and participate in learning activities with support.</li> <li>• Begin to use spoken English for social purposes.</li> <li>• Understand simple instructions and can follow narrative/accounts with visual support.</li> <li>• Have developed some skills in reading and writing.</li> <li>• Have become familiar with some subject specific vocabulary.</li> </ul> <p><b>Still needs a significant amount of EAL support to access curriculum.</b></p>
 <p><b>C</b> DEVELOPING COMPETENCE</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Participate in learning activities with increasing independence.</li> <li>• Be able to express themselves orally in English, but structural inaccuracies are still apparent.</li> <li>• Be able to follow abstract concepts and more complex written English.</li> <li>• Literacy will require ongoing support, particularly for understanding text and writing.</li> </ul> <p><b>Requires ongoing EAL support to access curriculum fully.</b></p>
 <p><b>D</b> COMPETENT</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Find oral English developing well, enabling successful engagement in learning activities</li> <li>• Read and understand a wide variety of texts.</li> <li>• Write coherently in English but may lack complexity and contain occasional evidence of errors in structure.</li> <li>• Need some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</li> </ul> <p><b>Needs some/ occasional EAL support to access complex curriculum materials and tasks</b></p>
 <p><b>E</b> FLUENT</p>	<p>The pupil:</p> <ul style="list-style-type: none"> <li>• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</li> </ul> <p><b>Operates without EAL support across the curriculum.</b></p>

Students will be supported as follows: (Based on Bell Foundation Tracker)

**B and A & B** – Students who have high needs for EAL support will have in-class support, pull-out sessions and an agreed Individual Learning Plan (ILP). Parents may be requested to support their child through use of external tutorials.

**B and C** – Students who have medium needs for EAL support will have in-class support with pull-out sessions to target and close proficiency gaps.

**Bands D & E** – Students in from Y1 – Y13 (KG2 – G12) who have low needs for EAL support receive in-class support through differentiation and monitoring to ensure that they are making sufficient progress in academic reading and writing as well as with their oral fluency.

Students may be pulled-out of arts, physical education for their EAL class so long as it is not the same class consecutively. The number and frequency of the EAL classes is individual and subject to modification according to the student's progress.

For students who are registered under inclusion and also need language support, the inclusion teacher, and the language teacher coordinate, in order to define the best teaching and learning strategies and to avoid support overload.

Great care will be taken when considering applications for admission from students considering entry to IGCSE courses in Y10.

The two-year IGCSE course is examined in the English medium and although accommodations can be made for students who are EAL learners, option choices and curriculum loading will be considerations in order to allow the student sufficient time to develop their language proficiencies and ensure that they can express the knowledge and skills adequately. There should also be opportunity for the student to study their first language to a level equivalent to IGCSE, or as required for matriculation purposes in their home country.

### **Assessment and Monitoring**

Our EAL programme adopts the triangulation of assessment method of observation, conversation and skills testing.

- A student's level, and allocated support, is determined by a language proficiency test. of the student. In lower year groups the entire test is administered one to one, but in year 4 and above the reading and writing sections are done in small groups.
- This test gives multiple scores, which allow us to provide the most targeted and beneficial support possible and allocate a language level.

This test may take up to 2 hours to complete, depending on the year level and language level The first step is to determine a starting benchmark for every learner at the beginning of every academic year. The initial benchmark is done through the Bell Foundation/NALDIC assessment framework and progress is tracked half-termly for all four language skills.



The EAL Coordinator (who may or not be the HOD English but who should have a CELTA or other recognised TESOL qualification &/or experience) will monitor student progress regularly in cooperation with classroom/subject area teachers by:

- Gathering, triangulating, collating and analysing progress data against the Bell Foundation/NALDIC framework
- Maintaining and update tracking data with teachers through observation checklists aligned to proficiency levels. Meetings will take every 6 weeks to monitor and review student progress and include minuted case study meetings between the EAL Coordinator, subject teachers, and Classroom Teacher.
- Reviewing of progress reports, and report cards at each reporting period. Documentation of monitoring should be kept in the student data trackers. The EAL Coordinator will maintain an updated list of monitored students. This list will be made available to faculty.

### EAL Staff Deployment

#### EAL Support Team consisting of the:

School Principal  
Vice Principal/Deputy Heads of Section  
EAL coordinator  
Head of English Department Head of Inclusion  
Head of Data and Assessment Support Teacher/s  
English Teacher/s  
Parent Representatives.

#### The EAL Coordinator will:

- work closely with the school leadership and Head of Inclusion
- ensure teachers are properly trained and supported in testing, monitoring, and delivery of English language support
- ensure learners are able to gain access to and engage with the curriculum meaningfully.
- liaise with parents about registration and enrolment in both internal and external EAL support on admission. and at the beginning of each school year.
- ensure that lesson plans purposively support EAL student needs across different core subjects.

#### The class teacher/ subject teacher will:

- understand that **All teachers of subjects in the English medium are also teachers of content language.**
- be responsible for the acquisition and practice of the language of instruction.
- know which students in his/her class are registered for



### **EAL support. The Homeroom/Class teacher will:**

- communicate directly with parents on EAL proficiency matters that may influence the student's wellbeing and copy to the EAL Coordinator, Counsellor and Head of Inclusion.
- meet with parents during Parent Conferences to discuss the EAL progress, how this is affecting general academic progress and personal, social and emotional development (PSED.)
- inform parents about changes to, fine-tuning of and any exit from EAL support after being informed by the EAL Coordinator.

### **Teachers in each school should be aware that:**

- EAL students may need more time to process answers and complete work.
- It can be beneficial to allow students to use their first language to explore concepts.
- newly arrived students will need time to absorb English and may go through a 'silent period'.
- EAL students should be grouped so that they hear good models of English.
- Collaborative learning techniques should be adopted.

In some circumstances, a student may not be identified until after school has started. In this case, student can be identified by:

- Teacher referrals: Once a student has settled into class and becomes more comfortable, it may become evident that the student requires support due to a language barrier. In this case the class teacher will refer the student and a language test will be given by the EAL specialist to determine the level and need of support.
- Students refer themselves: Students refer themselves as they are curious about what their language level is, or they would like to enrol in some of our advanced language programmes.

### **Provision**

#### **How are students supported?**

After students have been identified and tested to determine their language level, different levels and types of support are arranged. Supporting EAL learners of all levels is the responsibility of EAL specialists and classroom teachers alike. A variety of support methods are in place including: - an intensive induction programme for new to English students.

- Buddy programme
- Developed level small group sessions.
- IELTS preparation courses
- GCSE support
- in-class/online support
- test support.
- differentiated learning in classrooms.
- Access to supportive technology specific to support language development.
- lunch clubs.
- Support is largely dictated by the language level a student is assigned; however, learning is not an exact science and each student is different. If we feel the prescribed support is not what is needed, we will always adapt to ensure the student receives the greatest benefit from being in school; either by increasing, decreasing, or adapting support offered.

**The EAL Coordinator will:**

- work closely with the school leadership and Head of Inclusion
- ensure teachers are properly trained and supported in testing, monitoring, and delivery of English language support
- ensure learners are able to gain access to and engage with the curriculum meaningfully.
- liaise with parents about registration and enrolment in both internal and external EAL support on admission and at the beginning of each school year.
- ensure that lesson plans purposively support EAL student needs across different core subjects.

**The class teacher/ subject teacher will:**

- understand that All teachers of subjects in the English medium are also teachers of content language.
- be responsible for the acquisition and practice of the language of instruction.
- know which students in his/her class are registered for EAL support. The Homeroom/Class teacher will:
- communicate directly with parents on EAL proficiency matters that may influence the student's wellbeing
- and copy to the EAL Coordinator, Counsellor and Head of Inclusion.
- meet with parents during Parent Conferences to discuss the EAL progress how this is affecting general academic progress and personal, social and emotional development (PSED.)
- inform parents about changes to, fine-tuning of and any exit from EAL support after being informed by the EAL Coordinator.

**Teachers in each school should be aware that:**

- EAL students may need more time to process answers and complete work.
- it can be beneficial to allow students to use their first language to explore concepts.
- newly arrived students will need time to absorb English and may go through a 'silent period'.
- EAL students should be grouped so that they hear good models of English.
- Collaborative learning techniques should be adopted.

## Teaching Strategies to support EAL learners.

Teachers should take specific action to help students who are learning English as an additional language by:

- Activating prior learning and providing the student with key words before the day of the lesson.
- Speaking clearly, repeating key terms, instructions and using gestures.
- Using non-verbal and pictorial cues can help support understanding.
- Enriching the learning context by using images and graphic organisers (e.g. diagrams, grids, charts, timelines) are very useful for this purpose.
- Making the English language explicit in the classroom, encouraging students to notice how language is being used, i.e., in terms of form and structure, use of tenses and subject specific vocabulary.
- Scaffolding speaking and writing through speaking and writing frames.
- Using accessible texts and materials that suit students' ages and levels of learning.
- Providing support by careful use of ICT or video or audio materials, dictionaries and translators, readers and scribes, (if appropriate).  
[https://www.youtube.com/watch?v=Re\\_1vsrBKfg](https://www.youtube.com/watch?v=Re_1vsrBKfg).
- Using home or first language, e.g. through bilingual word walls, using a bilingual WALT / 'I can' slide at the start of lessons, working in collaboration with colleagues in different departments to teach key concepts in Arabic - if first language, or others if there are native speakers.
- Increasing exposure to new terminology and reinforcing this terminology. Use of flashcards and images can help and games involving cards can be useful for pull-out classes with level A – C learners. It is important to remember to develop the learner's academic language skills, for instance by focusing on the differences between formal and informal vocabulary.
- Providing opportunities to listen and apply their knowledge through activities that encourage each of the 4 language skills, i.e., listening, speaking, reading and writing tasks.
- Including similes, metaphors and idioms as well as subject specific vocabulary work. This allows language acquisition and practice to be more than transactional, but fun.  
<https://takelessons.com/blog/english-idioms>
- Explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects.
- Providing a variety of text types for reading that highlight the different ways English is used, especially those that help students to understand society and culture.
- Planning opportunities for small group discussion while ensuring that talk is used almost always to support writing in all subjects, where appropriate.
- Encouraging students to transfer their knowledge, skills and understanding from one language to another, pointing out similarities and differences between languages e.g., through use of student-made dictionaries, understanding of the origins of 'English' words like algebra (from Arabic), pyjamas (Indian subcontinent) etc.
- Building on students' experiences of language at home and in the wider community, so that their developing use of English and other language word play encourage an appreciation of English-speaking and other language cultures. An example is the use of 'tongue twisters.

- Developing learners' independence and help them adjust to new social and cultural practices. Students might be used to different rules and codes of behaviour in school in other countries; for instance, in Japan it is inappropriate to look a teacher in the eye whilst many teachers will expect it in an English school. Teachers can convey information about school social skills by translating simple lists or presenting them pictorially for the learners. Providing a new arrival learner with a buddy speaking the same language, who can explain these different cultural school norms, is another way of doing so.

### **EAL professional development**

Every teacher is a teacher of language, and we all assume responsibility for the education of our English Language Learners, especially those who learning EAL. To support the teaching staff, the EAL Coordinator will:

- Offer workshops on a range of EAL related topics such as language acquisition research, stages of language acquisition, and acculturation.
- Support classroom teachers with strategies for EAL differentiation, (included above and to be developed further.)
- Set EAL goals for identified and registered EAL students in consultation with classroom and subject teachers, Counsellor and Head of Inclusion.
- Facilitate transdisciplinary collaboration in curriculum planning. This is also aligned to CLIL, (Content language Integrated Learning) and its 4 Cs – (Content, Communication, Cognition and Culture)

### **Exit Protocol from EAL Programme**

EAL student performance and work are evaluated by the EAL Coordinator, the classroom/subject area teachers, to determine whether the student demonstrates adequate English proficiency.

- EALs reaching Band E on the Bell Foundation assessment tracker may be considered to graduate from the from the EAL programme at the end of the academic year. In addition, they may attain a reading age level on AR (Accelerated Reading), although proficiency as measured across all 4 languages skills is more reliable than a reading test designed for first language readers.
- When a student graduates from the EAL programme, documentation of the exit date will be included in the student file in the form of a parent letter. All graduated EAL students must be monitored for two years to ensure they meet standards as measured by content assessments and will be advised to undertake follow up IELTS or TOEFL if in the final years of post-16+ secondary/high school which may be required for matriculation to an English medium university.

## Monitoring and Review

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.



Signed:

**Benjamin Barry**

Policy review date: May, 2025

Date: May, 2024

