

Title and Description**EAL Policy**

Date of last review	January 2026
Approved by	Local Governing Board
To be reviewed by	Local Governing Board
Responsibility	Deputy Headteacher
Review period	Every three years
Date of next review	January 2028

Below is an AI generated summary of the full policy, produced to help make this document more accessible. The summary has been checked for accuracy, but the full policy remains the only completely accurate version.

This EAL Policy sets out the school's commitment to promoting equality, inclusion, and academic success for pupils with English as an additional language. It emphasises that all teachers are teachers of EAL, and that effective support is provided through a rich, inclusive curriculum, tailored interventions, and recognition of bilingualism as an asset. The policy outlines strategies for developing oracy, reading, and writing across the curriculum, with beginner learners supported to integrate into mainstream lessons while receiving targeted assistance where needed. Parents and carers are engaged as partners in learning, and the cultural and linguistic diversity of the school community is celebrated as a strength. Progress is monitored termly using the Bell Foundation's EAL Assessment Framework to ensure learners make expected progress, with outcomes informing interventions and staff training. This approach is guided by national frameworks including DfE guidance, Ofsted standards, the Equality Act, the SEND Code of Practice, and the School Admissions Code.

Aims

- Promote equality and inclusion for EAL learners
- Provide a broad, balanced curriculum
- Support full academic potential and participation
- Foster rapid language development
- Celebrate linguistic and cultural diversity

2. Principles

- English acquisition through rich, inclusive curriculum
- Bilingualism valued as an asset
- Needs-led, flexible support
- All teachers are teachers of EAL
- Clear distinction between English proficiency and cognitive ability
- Grouping by cognitive level, not English level
- Use of visuals, appropriate resources, and first language development
- Parental engagement with bilingual support
- Regular monitoring, assessment, and staff training

3. Whole School Language Development

Teachers must:

- Plan for oracy, literacy, and vocabulary in all subjects
- Scaffold reading and writing tasks
- Model specialist language
- Use interventions such as **Lexonik Leap** for phonics support

4. Ensuring Consistency

- **Students:** Actively engage in school life and seek support
- **Parents/Carers:** Support learning and school engagement
- **Teachers:** Embed EAL strategies in teaching and literacy development
- **Headteacher:** Ensure policy implementation and report to governors
- **Governors:** Hold school leadership accountable

5. Language & Literacy Experiences

- Learners may vary from highly literate bilinguals to those with gaps in education
- Beginner EAL learners:
 - 1–2 years for spoken fluency
 - 5–7 years for academic English
 - Benefit from mainstream integration with targeted support
- Teaching strategies:
 - Oral-rich classrooms
 - Visual aids, translation tools, bilingual support
 - Scaffolded speaking, reading, and writing tasks

- Explicit teaching of vocabulary and academic language

6. Assessment & Monitoring

- Termly surveys by subject teachers
- Use **Bell Foundation EAL Assessment Framework** (Bands A–E)
- Tracking of reading, writing, speaking, listening progress
- Identification of required interventions
- Expectation of rapid early progress, longer journey to fluency (approx. 7 years)

EAL POLICY

Framwellgate School Durham: Ethos and Values Statement

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

1. Aims

This policy aims to:

- i. Promote equality of opportunity for all learners for whom English is an additional language.
- ii. Deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- iii. Ensure EAL students reach their full academic potential.
- iv. Ensure EAL learners feel included, valued and able to participate fully in school life.
- v. Promote rapid language development while supporting access to the curriculum.
- vi. Celebrate linguistic and cultural diversity as a school strength

2. Principles

The principles underpinning our approach to EAL are:

- i. English language acquisition is best promoted through a rich, inclusive, and relevant curriculum.
- ii. EAL learners bring valuable cultural and linguistic knowledge; bilingualism is an asset.
- iii. EAL support should be needs-led, flexible and tailored to the learner's stage of language acquisition, background and educational history.
- iv. All teachers are teachers of EAL: effective practice is part of high-quality teaching and learning.
- v. Assessment of EAL learners should distinguish between English proficiency and cognitive ability.

- vi. That they should promote academic achievement by grouping EAL students according to cognitive level rather than English language level.
- vii. To provide students with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- viii. To use key visuals and other strategies to support children's access to the curriculum.
- ix. To ensure that language and literacy are taught within the context of all subjects.
- x. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- xi. To actively liaise with parents to help them to support their children's learning.
- xii. To facilitate parents' access to school life by providing dual language information and bilingual support as appropriate
- xiii. To use the detailed background information provided by the EAL team on the student to facilitate identification of SEND.
- xiv. To monitor the results of statutory tests and set targets to address any underachievement identified.
- xv. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- xvi. To celebrate multilingual skills and promote linguistic diversity with all students.

3. Whole School 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.

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

- 1.What opportunities are there to explore ideas orally and collaboratively?
- 2.How can teachers (or additional adults or other children) 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.Where intervention is required, are relevant support staff aware of how to deliver this? For example, Lexonik Leap programme for developing phonics awareness.

4. Ensuring consistency

The Role of Students

To actively engage in all aspects of school life, seeking any support that they feel is necessary.

The Role of Parents/Carers

To engage with school to support their child's development.

The Role of the Class Teacher

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. To use speaking and listening strategies to develop subject learning. To plan for teaching and learning of subject-specific vocabulary. To develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts. To model writing for key text types within their subject.

The Role of the Governing Board

To hold the Headteacher to account for the implementation of this policy.

The Role of the Headteacher

The Headteacher will ensure that this policy is implemented and report to governors.

5. Language and literacy experiences of EAL learners

- Some students already have good language and literacy skills in two or more languages
- Some students who are beginner EAL learners may have weak literacy skills (e.g. some refugees who have gaps in education)
- Some students have missed some or all of their education and have not fully developed the language and literacy skills needed
- Some students have SEN with language or literacy needs
- Some students may be fluent in speaking their first language but not written text so teachers need to be mindful of this when using written translations.

All of these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the 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 school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and/or withdrawal may be beneficial, however, withdrawal should be time limited and targeted. Use of the EAL team to support this is carefully considered.

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 a translation tool; provision of ipads to ensure translation tools are available.
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

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
- Use of Frayer models for explicitly teaching vocabulary- supported by Lexonik Wordology tool.

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, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask students to evaluate, correct and redraft their writing

6. Assessment and monitoring

Each term, all subject teachers complete a short survey to identify what level of proficiency the EAL student shows in their lessons in both reading & writing, speaking & listening (using the Bell Foundation's EAL Assessment Framework' where they are banded from A-E (New to English, Early acquisition, Developing, Competent, Fluent). This is co-ordinated by L. Emerson, SENCO Support Assistant.

This data is then used to identify if a student is making the progress we would expect and identify where further intervention is required such as whether additional SEND support is required or whether we need to seek further support from the EAL team.

The monitoring of the identified teaching strategies for EAL students forms part of the Quality Assurance cycle in school. When Curriculum Leaders and Senior Leaders carry out drop-ins, they are considering whether the needs of the EAL student are being met and whether there is sufficient evidence of the identified teaching strategies.

It takes approximately 7 years for someone to move from A to E but stages 1-2 should see rapid progress.

This policy is informed by:

- *DfE: English proficiency in schools* (most recent guidance)
- *Ofsted Inspection Framework* (focus on inclusion and progress)
- *Equality Act 2010* (public sector equality duty)
- *SEND Code of Practice* (distinguishing EAL from SEND)
- *School Admissions Code* (equal access for EAL learners)