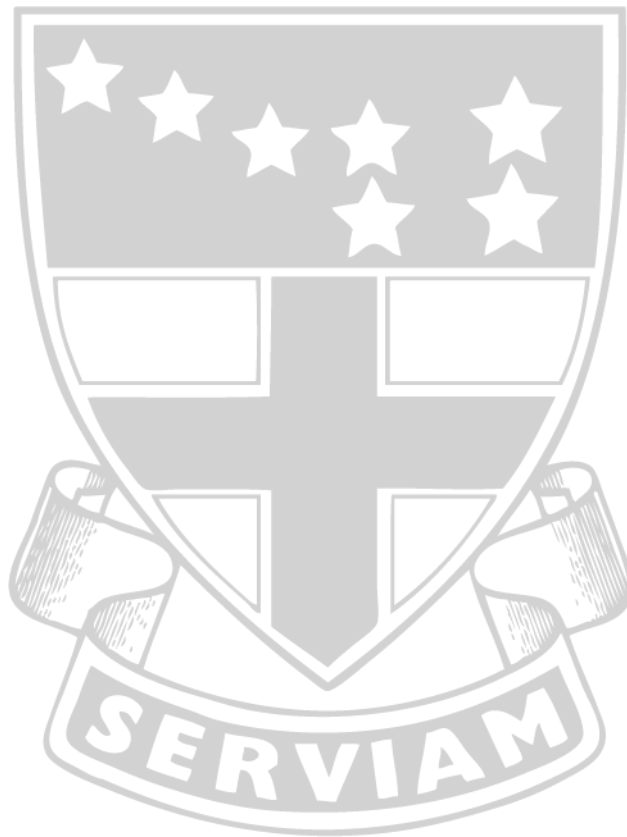


ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY



Date of Review: November 2025

Date of Next Review: November 2027

English as an Additional Language Policy (EAL)

At St Angela's Ursuline, we seek to meet the needs of the whole person and to enable all to achieve their full potential. We aim to recognise and respond sensitively to the talents and needs of every student. With this in mind, our English as an Additional Language Policy has been developed in line with the Bell Foundation which aims to promote progress in students with EAL by working with partners on research, training and practical interventions. By doing this, we hope to ensure that we provide the most appropriate means of developing our students' full potential.

This policy is a statement of St Angela's Ursuline's aims and strategies to ensure that all EAL students fulfil their true potential.

Introduction/Mission statement

St Angela's school is part of the Ursuline tradition, which has as its hallmark the pursuit of the highest standards possible in education. All students need to feel safe, accepted and valued in order to learn effectively and become successful members of society in order to play a part in our vibrant community where 'Serviam' is at the heart of all we do. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL students can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism, including through Rise Up Days. Please also refer to our school anti-bullying and Equality Statement & Opportunity Policy).

Aims of the EAL Policy

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language (EAL); therefore raising student achievement and aspirations.

- 1. Equality** To be proactive in removing barriers that stand in the way of our EAL students' learning and success.
- 2. Diversity** To meet our responsibilities to EAL students by ensuring equal access to the National Curriculum and the achievement of their educational potential.
- 3. Belonging and Cohesion** To provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To assist all EAL students to become fluent English speakers as quickly as possible.
- To assist and support all EAL students in their acquisition of English language skills.

Source(s): Written for St Angela's, The Bell Foundation

- To develop staff expertise to ensure that all EAL students attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.
- To enable all EAL students to play a part in our vibrant community where 'Serviam' is at the heart of all we do.

The Context of St Angela's Ursuline School

St Angela's Ursuline school sits in the heart of Newham- the second most diverse London borough, with 104 languages being spoken. During enrolment to the school, information will be gathered about:

- Students' linguistic background and competence in other language/s
- Students' previous educational experience
- Students' family and biographical background

Coupled with primary school and parental information, the EAL Referral Form is used to help us identify the EAL students who might need EAL support.

Key Principles of Additional Language Acquisition

EAL students are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.

Language is central to our identity. Therefore, the home language of all students and staff should be recognised and valued.

students should be encouraged to maintain their home language.

Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

Students have been identified as needing extra EAL support by their teachers. Children's level of English is then assessed using the Flash Academy assessment tool, alongside being monitored during EAL lessons. Children who are assessed as either A or B have intense interventions with an EAL tutor. They are monitored every term on their progress and ability.

Our 5 Stage Model for Language Acquisition

Band A: New to English. A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary. A child at this stage needs significant support

Band B: Early Acquisition. A child may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

Band C: Developing Competence. A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

Band D: Competent.

A child at this stage can operate across the curriculum to a level of competence nearing that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

Band E: Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Assessment

The process of identifying students with suspected EAL needs involves the school examining data generated from the NGRT reading assessments together with any parental information specific to each student. In addition to this, class teachers will identify students who they suspect may have EAL needs by completing the EAL referral form.

Once this has taken place, students will complete the FlashAcademy EAL Proficiency Assessment, which tests students in four main skill areas: reading, writing, speaking, and listening. The assessment is a computer-adaptive test designed to accurately and objectively assess the proficiency levels of EAL students as efficiently as possible. The assessment takes around 30-40 minutes to complete, with reading and listening sections automatically marked, while speaking and writing sections are manually marked by teachers.

Results are provided using the A-E proficiency band system, as recommended by the DfE. This information is then shared with the EAL lead in order to understand initial levels of English, and the level and type of support that is required. Teachers can drill grades down to a low or high grade within each band, allowing greater granularity of results and showing pupil progress even within a proficiency band.

Where possible, students entering Year 7 will be identified prior to starting Year 7 via primary school and parental information.

Staff have the opportunity to discuss students' progress, needs and targets via weekly line management meetings with senior leaders. Progress in the acquisition of English is regularly assessed and monitored through half-termly FlashAcademy assessments. Due to its adaptive nature and with a pool of thousands of questions, each test taken is unique, meaning that tests can be repeated regularly by a pupil and will be different each time. The test is designed to encourage students by giving them questions at an appropriate level that they can answer, rather than discourage them with tasks far beyond their current ability.

External factors are taken into account when reviewing assessment results, with teachers able to amend pupil grades at any stage on the Teacher Dashboard based on pupil background and in-class performance. The EAL Proficiency Framework contains observation sections so that teachers can consider external factors when reviewing results.

Planning, Monitoring and Evaluation

The progress, monitoring and evaluation of all students identified as Band A-B on the Bell Foundation Framework will take place termly by the EAL tutor.

EAL tutor interventions are set and evaluated every term via the EAL tutor and the SLT teaching and learning team.

Teaching Strategies and Pedagogical Approaches

The curriculum is personalised and this helps the children to use their prior knowledge and experience. Staff receive frequent continuous professional learning opportunities that focus on developing effective teaching and learning strategies to support EAL students.

Communication is the main principle in the EAL lessons. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and grouped work and this way they improve their listening as well. Through speaking exercises such as interviews, discussions, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. Key vocabulary is taught throughout EAL sessions and children learn and practise grammatical structures and sentence building using the topic vocabulary.

Role of the EAL Tutor

The EAL Tutor provides targeted language support to students with English as an additional language, working with individuals and small groups to develop their proficiency in reading, writing, speaking, and listening. The tutor uses assessment data from the FlashAcademy EAL Proficiency Assessment to identify specific areas for improvement and tailor learning to meet individual student needs. They track student progress through half-termly assessments, monitoring movement through the A-E proficiency bands and adjusting support accordingly. They maintain detailed records of student progress, celebrate achievements, and provide regular updates to the EAL Lead and relevant staff on student development.

Role of the SLT EAL Lead

The SLT EAL Lead has strategic oversight of EAL provision across the school, ensuring that students with English as an additional language receive appropriate support to access the curriculum and make progress. They coordinate the identification and assessment of EAL students, overseeing the implementation of the FlashAcademy EAL Proficiency Assessment programme and analysing whole-school data to track attainment and progress. The EAL Lead manages the EAL Tutor and provides guidance to all staff on supporting EAL learners, disseminating teaching strategies and best practice across departments. They liaise with parents, and the pastoral team to ensure smooth transitions and appropriate support for new arrivals. The EAL Lead monitors the quality and impact of EAL provision, reports to senior leadership and governors on outcomes, and ensures the school meets its statutory duties in supporting EAL students.

Materials and programmes of study

Flash Academy is a digital learning platform that provides English as an Additional Language (EAL) support for students. It uses interactive lessons, games, and curriculum-aligned content to help non-native English speakers improve their reading, writing, speaking, and listening skills through various devices like smartphones, tablets, and PCs. The platform also includes features for teachers to track and assess student progress.

Students receive their own FlashAcademy login and are set assignments to complete at home to practice their English. Students can also access language games which promote English acquisition. All students at St Angela's are encouraged to participate in enrichment activities, which provide EAL students with the opportunity to develop their English in an informal setting.

Personalisation of Learning to Meet an Individual A and B Pupil's Needs

The EAL teaching at St Angela's Ursuline School focuses on individual pupil's needs and abilities by the EAL tutor. Each child has their own set of resources for their EAL sessions which is regularly reviewed by the EAL tutor. Differentiated planning is put into place to support the EAL children across the curriculum.

Staff use support strategies to ensure curriculum access for C, D & E Pupil's Needs:

- Collaborative group work
- Seating plans
- Buddy support for pastoral needs
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support on all resources, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/students, texts, key word lists. Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities
- Learning progression moves from concrete to abstract Further support for students' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

EAL with Disabilities and/or, Special Educational Needs and those who are More Able

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL students have equal access to school's SEND provision.

Parental/Community Involvement

At St Angela's Ursuline we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families/carers.
- Ensuring all information on the school website is available in home languages for parents/ carers and the wider community.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school.
- Celebrate and acknowledge the achievements of EAL students.
- Recognise and encourage the use of students' first language for developing positive links between school and home.
- The website has a translate multilingual function to support parents with school communication.