



EAL Policy

All pupils need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background

Document History

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1. Introduction

All pupils need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. In keeping with our school's Mission Statement, we celebrate education through diversity and strive to fulfil our potential as disciples who grow in holiness, knowledge and dignity.

1.1 The Government's Definition of an EAL Learner

'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'

2. Aims

Thomas Alleyne's High School is committed to the needs of all students who are learning English as an additional language. This policy will enable us to provide a consistent approach in working with EAL learners.

As a school, we will work together to:

- Promote equality of opportunity for all EAL learners
- Ensure access to the curriculum through high quality teaching
- Help students to speak, understand, read and write English
- Support the continued use of the students' home languages
- Assess and monitor learning which informs teaching
- Be proactive in removing barriers that stand in the way of our EAL learners fulfilling their potential
- Make sure EAL learners are not inappropriately labelled or grouped as SEND or low ability
- Acknowledge individual strengths and celebrate cultural identities
- Provide an environment which celebrates diversity and supports English language learning
- Work with parents of EAL learners and ensure language is not a barrier to effective partnership
- Provide EAL learners with a safe and welcoming environment where they are valued and encouraged to participate
- Create partnerships beyond the school to improve provision and support for our EAL learners

3. School Context

Thomas Alleyne's High School is situated in a market town and civil parish in the East Staffordshire area within 1 mile of the border with Derbyshire County. Thomas Alleyne's High School is the only high school in the Uttoxeter Learning Trust, and is part of a middle school system. Students arrive in Year 9, typically from one of three feeder middle schools: Oldfields Hall, Windsor Park and Ryecroft.

Our students are from varied socio-economic backgrounds. Currently 28 students at Thomas Alleyne's use English as an Additional Language. The languages spoken are; Ukrainian, Polish, Slovak, Shona, Turkish, Thai, Latvian, Afrikaans, Chinese, French, Arabic and Spanish. In total there are 13 different languages spoken across the school. We are extremely proud of the diverse community that our school serves.

Responsibility for EAL is held by the Assistant Headteacher: SENDCO. Within the school a named TA is the EAL lead.

4. Proficiency in English

Although no longer a statutory requirement, Thomas Alleyne's continues to assess all EAL students against the DfE proficiency in English codes.

The codes are;

A – New to English

B – Early Acquisition

C – Developing Competence

D – Competent

E – Fluent

These levels of language proficiency are used to track the EAL context of the school.

5. Key Principles of Additional Language Acquisition

'EAL pupils have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.' Ofsted 2014.

The home languages of all students and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and, where appropriate, be able to use it in the school environment.

- 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.
- There are three main EAL groups, which include
- Beginner Learners – Students who are in their first two years of learning English.
- Intermediate Learners – Students who have been learning English for between two and five years.
- Advanced Learners – Students who have had most or all of their school education in the U.K. Advanced learners are not necessarily high achievers.
- 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 language.
- A clear distinction should be made between English as an additional language (EAL) and Special Educational Needs and Disabilities (SEND).

6. Assessment

All EAL students are entitled to assessments as required. This includes an initial assessment within the first two to three weeks of arrival in school and continued ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored.

Initial assessment will be undertaken by the EAL Lead TA and all staff will be informed of assessment outcomes. Students will be assessed using The Bell Foundation framework (2019), and their proficiency level coded accordingly.

7. Planning, Monitoring and Evaluation

- Planning for EAL students incorporates curriculum objectives, which take into account whether the student is a beginner, intermediate or advanced EAL learner.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take into account the linguistic, cultural and religious backgrounds of learners.

8. Teaching Strategies

Classroom activities have clear learning objectives and use appropriate strategies to support EAL learners to participate in lessons and access the mainstream curriculum

- Key language features of each curriculum area, e.g. key vocabulary, language functions and forms of text are identified.
- Opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. This is alongside collaborative activities that involve purposeful talk and encourage and support active participation.
- The classroom is organised so that pupils have access to effective staff and peer models of spoken language. This includes placing EAL learners in appropriate groups.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, diagrams and graphic organisers.
- Additional verbal support is provided, e.g. repetition, modelling and opportunities for oral rehearsal.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, models and graphic organisers.

9. Special Educational Needs and Disabilities and Highly Able Students

- Most EAL pupils needing additional support do not have SEND.
- Should SEND be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as Highly Able, they have equal access to the school's Highly able provision.

10. New Arrivals

On arrival, the student will be assessed by the EAL Lead TA using the step descriptors from the Bell Foundation EAL Assessment Framework. Staff will be provided with the initial EAL report along with strategies to use in the classroom to aid the student's language acquisition.

The decision regarding GCSE entry will be made by the Assistant Headteacher: SENDCO in collaboration with the Assistant Headteacher who leads exams and EAL Lead TA.

11. Parental / Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families / carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious backgrounds of students and their families.
- Recognising and encouraging the use of first language.

- Helping parents understand how they can support their children at home.

12. Roles and Responsibilities

Collective responsibility is held by all staff to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion.

12.1 Admissions Officer

To obtain, collate and distribute information on new pupils to relevant teacher. This includes:

- Language(s) spoken at home;
- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.

12.2 Head Teacher

- Evaluate the policy in the first half of the Summer Term each year and recommendations discussed by the Senior Leadership Team by the end of the term.

12.3 Assistant Headteacher: SENDCO & EAL Lead TA

The EAL Lead TA and Assistant Headteacher: SENDCO oversees the development and day-to-day organisations of EAL provision. In addition, the EAL coordinator will:

- Understand what constitutes excellent EAL provision and provide advice on EAL teaching.
- Maintain the EAL register and carry out an annual audit of EAL across the school to share with all staff.
- Keep abreast of educational guidance and EAL issues.
- Assess all new arrivals with EAL
- Maximise opportunities for staff CPD
- Promote a school environment that celebrates diversity
- Promote positive relationships with EAL parents
- Liaise with and support the school leadership team on matters relating to EAL

12.4 Teachers

- All involved in teaching EAL learners liaise regularly (by using departmental meeting time).
- Teachers communicate all EAL learners' progress to the SENCO at end of each-term.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL is passed on to all staff.

- Training in planning, teaching and assessing EAL learners is accessed.
- Challenging targets for pupils learning EAL are set and met.
- Are knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping.

13. Supporting the EAL Policy

13.1 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 pupils to develop oracy and literacy across the curriculum.

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

- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other children) model the key subject language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

13.2 The Role of Class Teachers

- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Use speaking and listening strategies to develop subject learning
- Plan for teaching and learning of subject-specific vocabulary
- Develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Model writing for key text types within their subject.

13.3 Language and Literacy Experiences of EAL Learners

- Some pupils already have good language and literacy skills in two or more languages
- Some pupils are beginner EAL learners have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school
- Some pupils 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 primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum increase and pupils 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.

14. 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. At Thomas Alleyne's High School we aim for all EAL pupils to;

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths or practical subjects where they can usually make good progress whatever their language level in English.

14.1 Teaching Strategies to Support EAL Beginners

- Provide a classroom rich in oral experiences
- Enable pupils 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

15. Developing Language and Literacy Skills

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

15.1 Learning Through Talk

- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- 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

15.2 Learning from Text

- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills

Teaching Strategies:

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

15.3 Learning Through Writing

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

Teaching Strategies:

- Make sure pupil are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing