



Castle View  
Enterprise  
Academy

## English as an Additional Language (EAL) Policy

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***SIGNATURES:***

<b>Principal</b>	<i>Mrs J. Owens</i>
<b>Chair of Governors</b>	<i>Mrs H. Mottram</i>

## **Purpose**

The purpose of this policy is to outline the Academy's approach to identification and meeting the needs of students who are classified as having English as an additional language (EAL).

## **Definition**

In defining EAL we have adopted the following definition:

'An EAL student is a student whose first language is not English. This encompasses students who are fully bilingual and all those at different stages of learning English.'

EAL students may be:

- Newly arrived from a foreign country and Academy;
- Newly arrived from a foreign country, but an English-speaking Academy;
- Born abroad, but moved to the UK at some point before starting Academy; or
- Born in the UK, but in a family where the main language is not English.

EAL students will need varying levels of provision.

## **Introduction**

This policy sets out the Academy's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards.

## **Aims**

- To give all students the opportunity to overcome any barriers to learning.
- To welcome and value the cultural, linguistic, and educational experiences that students with EAL bring to the Academy whenever possible.
- To implement appropriate strategies to ensure that EAL students are supported in accessing the full curriculum.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage students to practice and extend their use of English.
- To encourage and enable parental support in improving their children's language skills.

## **Objectives**

- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the Academy.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress each term in class conference and curriculum meetings in order to make decisions about classroom management and curriculum planning.

## **Academy/Class Ethos**

Our academy seeks to ensure that all students are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL students should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole academy context, where students are educated with their peers.

The Academy structure, pastoral care and overall ethos aim to help EAL students integrate into the Academy whilst valuing diversity. Children that enter the Academy with little or no English will be given the opportunity to complete assessments and work in their home language, a program of support for a transition of languages will be implemented when children are secure in their new setting.

- Classrooms are to be arranged to be socially and culturally inclusive.
- Teachers recognise the student's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the student to become bi-lingual.
- Staff acknowledges the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class.
- We also recognise that support may be necessary beyond the time a student appears orally fluent.

## **Assessment**

The student's needs should be identified during the admissions process:

- The EAL coordinator will collate information about student's additional language needs; this will be passed on to the subject teachers.
- Following the above, lessons will be planned appropriately.
- The subject teacher will keep a record of the student's progress and communicate this (together with reviews and new actions) to the EAL Coordinator at the end of each term.

## **Teaching and Learning**

Staff can help students learning English as an additional language in a variety of ways:

- Scaffolding work for EAL students if necessary.
- By setting appropriate expectations; encouraging students to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL students are set appropriate and challenging learning objectives.
- Recognising that EAL students may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging students to transfer their knowledge, skills and understanding of one language to another.

## **Access and Support**

- All students will follow the full academy curriculum.
- EAL students may be supported through adaptive teaching in the classroom.
- Where necessary, withdrawal support may take place.

## **Responsibilities**

### **EAL Coordinator**

- To obtain, collate and distribute information on new students to relevant teacher. This includes:
  - Language(s) spoken at home.
  - From the previous school/academy, information on level of English studied/used.
  - Monitor the progress of EAL learners through existing Literacy/subject monitoring.
  - Provide support and advice to class teachers.

### **Principal**

- Evaluate the policy yearly and recommendations discussed by the Senior Leadership Team.

### **Teachers**

- Teachers communicate all EAL learners' progress to the EAL coordinator at end of each-term.
- Parents and staff are aware of the Academy's policy on students with EAL.
- Relevant information on students with EAL is passed on to all staff.
- Planning, teaching and assessing EAL learners is adapted.
- Challenging targets for students learning EAL are set and met.
- Are knowledgeable about students' 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 student grouping.

### **Monitoring progress**

- The monitoring of students' progress is shared between all teachers, learning support workers and the Academy's EAL Coordinator.
- Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

## **Supporting the EAL Policy**

### **Whole Academy 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 questions:

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?

### **The role of class teachers is 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.
- Use speaking and listening strategies to develop subject learning.
- Plan for teaching and learning of subject-specific vocabulary.
- Develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts.
- Model writing for key text types within their subject.

### **Language and literacy experiences of EAL learners**

- Some students already have good language and literacy skills in two or more languages.
- Some students are beginner EAL learners who have never learned to read or write in any language.
- Some students have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school/academy.
- Some students 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 students' progress through the academy, the language and literacy demand of the curriculum increases 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. At the Academy we aim for all EAL students to;

- Immediately feel part of the Academy.
- 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 students should not necessarily be withdrawn from other subjects.

### **Teaching strategies to support EAL beginners**

- Provide a classroom rich in oral experiences.
- Enable students to draw on their existing knowledge of another 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).

### **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. Hypothesizing, evaluating and problem solving through discussion.

## **Teaching strategies**

- Provide pre- and post-teaching 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.

## **Learning from text**

1. Reading for meaning – inference and deduction.
2. Understanding how subject specific texts are organized.
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.

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

## **Policy review**

This policy is reviewed annually by the Principal.