



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

EAL Policy

Updated June 2025

Policy Statement and Vision:

To promote equality of opportunity for all learners for whom English is an Additional Language (EAL) and to support these students with an intensive and inclusive English course and to support their needs in other subjects in terms of students accessing the full curriculum.

To act as a support base for all staff teaching students for whom English is an Additional Language. This will mean that all students are supported in such a way that it is likely to improve their learning, raise attainment, accelerate progress, develop their self-confidence and raise self-esteem.

As a result of this policy, we hope to ensure greater consistency in the way that all EAL students' learning is supported across the school, enabling students to access and participate in lessons. Appropriate and regular opportunities for differentiation for EAL students should ensure that students make progress in line with or better than expected.

The school recognises that EAL students may be more vulnerable to safeguarding concerns and will ensure that safeguarding procedures take account of language and cultural barriers

Aims:

The EAL department believes that :

- The languages, culture, heritage and experiences of all students in this school are acknowledged, valued and respected.
- Learners whose first language is not English will be supported to develop their proficiency in English as well as all areas of the school curriculum by identifying language outcomes for all curriculum areas and by including medium term and weekly planning.
- The school will not allow language or cultural issues to prevent students from feeling safe or having their voice heard.
- The school will make every effort to inform parents and carers of our expectations and policies and actively liaise, where possible, with parents and carers to support their children's learning.
- Where needed, the school will provide translation or interpreter services to ensure parents fully understand school policies and communications, and have the opportunity to engage with their child's education
- The school will provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.

- Specific EAL lessons will be engaging, focused on the learners and not the teacher, practise both accuracy and fluency, teach learning strategies and use the maximum amount of student-to-student activities.
- In addition, EAL lessons will help develop learner confidence, personal responsibility and cooperation with peers.
- The school will promote and encourage the development of the student's first language in order to facilitate concept development in tandem with their acquisition of English.
- Staff should feel confident and supported in managing the learning of EAL students in their class.
- The school will celebrate multilingual skills and promote linguistic diversity with all pupils.
- Subject lessons will use key visuals and other strategies to support student's access to the curriculum.

Objectives:

- To ensure that the school is welcoming;
- To assess students for educational background and language level;
- To identify cultural and religious background;
- To provide appropriate support;
- To ensure every student's culture and language is valued;
- To monitor and assess regularly both formatively and summatively;
- To ensure effective teaching and learning by staff and students.

Organisation

The policy is implemented by the Head of the Senior School with EAL support resources and regular training provided for all teaching staff. Members of the EAL Department are responsible for initial induction and subsequent review. A clear induction process will be followed for all new EAL students, including an initial meeting with parents/carers (where possible), a baseline assessment of English proficiency, previous educational experience, and pastoral needs. Members of the EAL team are responsible for checking the progress of EAL students by :

- a) Obtaining accurate and detailed assessment data for each New Arrival
- b) Responsibility for any subsequent regular reviews
- c) Listening to and acting upon concerns of subject teachers

Curriculum

EAL students will:

- Have access to a broad and balanced curriculum;
- Be encouraged to participate in extracurricular activities;
- Have access to differentiated resources and materials;
- Have access to additional support if required during possible one to one tutorials;
- Be appropriately grouped;
- Be set homework in line with the school's policy;
- Be offered the opportunity to sit an external examination in their first language at the first available and appropriate opportunity.

Teaching and Learning

In the Junior School (Reception to Year 6) visiting EAL students experience full immersion in the language and are taught with the existing year group. When available, Year 6 students will also have the opportunity to have focused EAL lessons, with additional resources being available to class teachers.

At KS3 Clavis (Years 7 and 8) students have a minimum of 6 lessons of EAL per week. As a course base students study the *Objective PET for Schools* curriculum supplemented by *New Headway Third Edition*. This is a rolling Immersion programme, therefore if a student has the ability the Cambridge PET exam will be offered.

In Year 9 students with a sufficiently high level of English have the opportunity to take the Cambridge B2 (formerly First Certificate English) exam. Students in Year 9 have a minimum of 6 lessons of EAL per week. To ensure their suitability students are regularly assessed and their progress monitored. As a course base students study the *Ready for First Certificate* scheme of work, supplemented by online resources.

At KS4 (Years 10 and 11) mainstream EAL students have 6 EAL lessons per week. As a course base mainstream students study the *Cambridge E2L IGCSE* programme, supplemented by various Cambridge approved textbooks. Both Cambridge E2L IGCSE Core and Extended are available to students depending on ability.

Teaching and learning is monitored via the Senior School tracking document and summative tests.

Teaching strategies to support EAL learners:

- 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 bilingual dictionaries;
- Allow students time to practise new language;
- Use visual supports of all kinds (diagrams, maps, charts, pictures, realia);
- Develop card sorting, sequencing and matching activities;
- Use CLIL resources where appropriate;
- Encourage hypothesising, evaluating and problem solving through discussion;
- Provide pre and post listening activities such as listening frames;
- Develop research and study skills;
- Show students model texts before asking them to write;
- Show pupils how to organise writing using planning frameworks, spidergrams and graphic organisers;
- Ask pupils to evaluate, correct and redraft their writing.

Training

The EAL department will seek to provide regular training and be available to work with faculties or individuals to help improve practice.

Monitoring and Evaluation

This will be done through lesson observation, regular cross marking and book scrutinies. Regular feedback will be sought from EAL students to assess the effectiveness of support and inform improvements.

This policy will be reviewed annually by the EAL Department and SMT to ensure it remains effective and up to date.

Relationship to other curriculum Areas

This policy relates directly to the curriculum and whole school teaching and learning procedures.

Responsibilities:

All staff are responsible for supporting EAL students in their lessons, using appropriate differentiation and strategies outlined in this policy. The EAL Department will provide guidance, training and targeted support. The Head of the Senior School will oversee the implementation and impact of the policy.

Resources:

All staff have access to policy documents, any relevant EAL resources and to the expertise of the teachers within the department.