



**Cabot**  
Learning  
Federation

## EAL Policy

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**History of most recent Policy changes**

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
31 <sup>st</sup> October 2022	Whole Document	New Policy	

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History of most recent Policy changes

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## 1 Policy Statement

1.1 City Academy Bristol is proud to be a diverse school which celebrates the wide range of languages spoken by staff and students and welcomes students newly arrived in the country. We see this Policy as complementing the Academy's Equality, Diversity and Inclusion Policy and its Annual EDI Objectives. Ensuring City Academy is welcoming and safe for all pupils, including those who have English as an additional Language or are seeking sanctuary.

1.2 We aim to celebrate diversity and promote multi-lingualism as a key skill, which is important for pupils to support their learning and employability. We also encourage students to feel proud of their home language and culture as an integral part of their identity.

1.3 We will always encourage the use of home languages in the Academy to aid learning and language development, as research demonstrates that it is beneficial to provide opportunities for learners to use all their languages to both access the curriculum and to develop their proficiency in English.

1.4 We aim to ensure that all lessons are inclusive, and that teachers are confident and trained in meeting the needs of all multi-lingual learners in their classes and see EAL as an important part of Quality First Teaching and Learning. We also aim to make all aspects of the curriculum accessible to all learners, and to develop and implement strategies to support individual EAL learners to take a full part in lessons.

1.5 We aim to equip students who come to the Academy with no English, or English as an Additional Language, with a proficient level of English so that they can achieve alongside their peers as quickly as possible. Through careful assessment, we aim to identify the language needs of our EAL students and meet them through planned intervention and Quality First teaching.

## 2. Roles and Responsibilities

2.1 EAL provision is a whole-school issue, and therefore it is the responsibility of everyone within the Academy. However, there are some key roles:

- *EAL Co-ordinator* – provides CPD across the Academy to ensure that all staff are up-to-date on the latest advice, responsible for the EAL provision and policy and ensuring EAL students are able to access the next stage of education.
- *EAL HLTAs* – liaise with the EAL lead, plan, resource and teach the EAL curriculum and support colleagues with EAL strategies. Any concerns regarding learning or social/emotional wellbeing are shared with the EAL Lead.
- *Teaching colleagues* – utilise the CPD provided, ensure their lessons are differentiated and accessible for all students and to seek support regarding EAL matters when needed.
- *Teaching support staff* - utilise the CPD provided, support EAL students in the classroom and to seek support regarding EAL matters when needed.

2.2 The Head of English is responsible for line managing the EAL Co-ordinator and the Assistant Principal responsible for Student Culture has overall responsibility for implementing the policy along with the Principal.

2.3 The Academy Council is responsible for approving the Policy and receiving reports on its implementation.

### 3. Purpose of the Policy

- To celebrate the value of multi-lingualism, and the skills of our multi-lingual students throughout the Academy.
- To promote equality of opportunity for all learners for whom English is an Additional Language.
- To ensure newly arrived pupils with EAL, particularly those seeking sanctuary, feel safe and feel that they belong in the school.
- To deliver a broad, balanced curriculum which reflects the needs of, and celebrates the cultures of, children for whom English is an Additional Language.
- To ensure EAL pupils are identified, assessed and supported to reach their full potential.
- To ensure staff are well trained and aware of EAL issues.

### 4. Context

4.1 Over 50% of Academy students (years 7 – 11) have English as an Additional Language. Many students speak English as a second language, and some are multi-lingual. There are 56 different languages spoken at the Academy, which provides us with a diverse linguistic environment and is a rich resource. The most spoken language apart from English is Somali. We complete a language audit at the start of each academic year in order to monitor the diversity of languages.

4.2 Some of our students (new arrivals) start with no English (or very little); some also have no previous education and/or no previous exposure to literacy. They are identified as *New to English or in the Early Acquisition stages*. They are taught English and are exposed to the school system and culture using a supportive, nurturing approach within the EAL Stars class.

4.3 Students that are identified as *Developing Competence in EAL* receive three bespoke EAL lessons per week. These EAL withdrawal groups are provided for KS3 and KS4 students (between 2 to 5 sessions weekly) and are aimed at students who are working below Band C (EAL Language Proficiency Scale, DFE).

4.4 Students that are identified as *Competent or Fluent* users of EAL do not receive any bespoke support from the EAL department however, based on individual needs, they could be in smaller classes and receive differentiated work.

4.5 The achievement of EAL students is linked to a welcoming environment with an inclusive ethos. EAL students are therefore entitled to full access to the National Curriculum. All teachers are responsible for building and developing strategies into their teaching in order to support the language development of EAL students.

## 5. Definitions

The definition of an EAL learner who should be identified on SIMS ranges from those who are totally new to English and may not have literacy in their own language, through to those advanced multi-lingual learners who have a different home language but have been through the English education system and may just have a few issues about technical grammar and vocabulary.

*'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'* (DfE Schools, Pupils and their Characteristics July 2020)

## 6. Curriculum access

A range of strategies are used in curriculum areas to help support EAL pupils in mainstream lessons. These strategies include:

- Emphasis on Tier 2 and 3 vocabulary, i.e. visible each lesson and comprehension and correct use of terminology rewarded;
- Oracy around tier 2 and 3 vocabulary;
- Dual coding opportunities built into curriculum areas;
- Visual representation of learning/definitions/working scientifically where possible;
- Key words translated where appropriate and broken down into constituent parts and wider context shared to support understanding;
- PowerPoints and other resources to consider cognitive load;
- Seeking opportunities to self-educate on languages spoken in the school and improve on cultural competence;
- Sitting EAL pupils in strategic areas of the room on seating plans;
- Ensure all teacher instructions consider economy of language.

## 7. EAL teaching and learning

7.1 All teaching staff are aware of those with an EAL need, this is through either Provision Map or Class Charts. It is then the teacher's responsibility to ensure that they adapt their curriculum and lessons to meet the needs of every child they teach.

Where possible, a specially trained EAL Higher Level Teaching Assistant is able to visit classrooms to support EAL learners and to give feedback about strategies that can be used to support learning.

Every teacher is able to seek support from the EAL team if they feel that a student needs further support or that they need further training.

When a new student arrives at the Academy, they complete an initial assessment which identifies their proficiency in English. This information allows the EAL team to place the child in the right provision based on their language acquisition.

7.2 Whilst this is not specifically EAL focused, strategies that work well to support the inclusion and differentiation for EAL students include:

### **Speaking**

- Allow for a 'silent period'
- Encourage, but do not force a spoken response
- Plan opportunities for talk
- Allow time to reflect before expecting a response
- Be clear in questioning – new arrivals will usually find it easier to answer closed questions
- Don't overcorrect – mistakes are a normal part of learning a language
- Be a good 'link person,' i.e. link and lead discussion, summarise and repeat main points. Repeat clearly other pupils' answers to questions
- Allow the pupil to verbalise before written work is attempted

### **Writing**

- Always write clearly on board and in workbooks
- Link oral and written forms by writing new vocabulary
- Provide key words, key phrases, key visuals

## **8. Planning, monitoring and evaluation for EAL**

8.1 Target setting is not formalised in the EAL department. However, a student should leave the EAL provision after two years. If a student is still receiving EAL provision after two years, they will be referred to the SENCO for further assessment.

8.2 Students complete reading, phonics and writing assessments throughout the academic year. The reading assessments are primarily completed through Lexia, which provides a very detailed report that can then be used to inform teaching and learning.

8.3 Within the EAL curriculum, there are six cross-curricular modules. They include My Identity, Where We Live and How Our Bodies Work. These modules focus on the development of speaking and listening, reading and writing skills, in order to build students confidence and expertise. The curriculum aims to provide the key vocabulary needed for students to access mainstream lessons independently.

## **9. Assessment and record keeping**

9.1 KS3: In Y7, Y8 and Y9 we use the Bell Foundation Assessment Framework. This provides a set of standards to assist us in establishing English language proficiency. It has been designed to support teaching and learning by enabling us to generate targets to guide individual learner progress. Students are assessed three times a year in reading, writing, speaking and listening and are then given one overall proficiency band which is tracked on Sims. We are then able to identify students

that are not making expected progress and intervene where needed. This information is also shared with all teaching staff so that they are aware of the proficiency of those that they teach.

9.2 KS4: In Y10 and Y11 students are taught the Edexcel Functional Skills course; with students entering either Entry Level 3 or Level 1. This is a qualification that many colleges and sixth forms accept.

## 10. Resources

Within the EAL department, there are two HLTA's and an EAL lead who plan and teach the EAL curriculum. There are two bespoke EAL classrooms that are equipped with laptops, bi-lingual dictionaries, visual aids and dual language resources. These classrooms act as a base for EAL students so they are able to access their EAL teacher when needed outside of timetabled lessons.

There is a bespoke Phonics Group and Maths booster classes that are run by the EAL department either during tutor time or as a timetabled lesson. The students that attend these sessions are identified based on their progress in EAL lessons.

## 11. The EAL Stars Programme provides:

- An immersive programme – tailored specifically for newly arrived students who speak very little English.
- A trauma informed environment which recognises the stressful journeys many students have undertaken, particularly if they are refugees or asylum seekers, and the impact that will have on their mental health and wellbeing. Individual needs of students are assessed and pastoral support is put in place.
- Assimilation – a small number of our students have never been to school or their access to learning has been so limited that they are not literate in their home language.
- Supporting any students who are overwhelmed by the inherent differences in the UK way of schooling in a trauma informed way.
- EAL Stars is a programme that is tailored to the individual – a range of effective strategies are applied to support improved learner confidence
- A safe environment- the environment is safe and relaxed. Students can learn freely and openly with no added pressure as everyone is on the same level. This proves to be of great benefit to the students as they are more likely to learn more in a fun and encouraging atmosphere.
- An environment that supports students to understand safeguarding, and how to keep themselves safe inside and outside school.
- An understanding of key aspects of British culture and the school system e.g. Equality, Diversity and Inclusion expectations.
- Lessons taught in highly practical ways and involving a range of visual and kinaesthetic activities including role plays, card games and white board activities.



## **12. Promoting Community Languages**

Community language learning and examinations are promoted during parent and open evenings as well as during community events. We make it clear to all parents/carers that we will examine anyone in their home/first language should an exam board examine that language. Furthermore, we work to identify students who may have a home/first language and promote the benefits of an additional GCSE / UCAS points to parents/carers.

We have a bespoke Community Language team that provide lessons in Punjabi, Urdu and Bengali. For students that have a different home/first language, we work with an agency who can provide examiners as well as with the wider academy community.

Promoting community languages is an important part of academy life. We have bilingual displays, celebrate European day of Languages and have recently introduced cultural days.

## **13. Working with parents/carers with EAL**

13.1 We work closely with parents/carers with EAL to ensure they can access academy-based meetings. For example, for online parent's evenings, the School Cloud instructions have been edited to make them more accessible in the language being used. There are images to match each step of the booking process. A key part of the process is students being able to support their parents with the booking process. An EAL-friendly ppt has been shared with students to follow through in Tutor time.

13.2 Where necessary, we use Language Line for translation purposes, and we are also able to use the wider academy community to translate meetings. For example, we use the Family Support Team who translate for parents from the following communities: Somali, Urdu, Hindi and Romanian.

13.3 The Academy aims to provide all key information for parents/carers in accessible ways, and is working on home language videos for the website on key issues such as safeguarding. The Family Support Team is able to act as a bridge between parents/carers with EAL and the school, and provides a wide range of support including translated materials, and a parents /carer coffee mornings with interpretation.

13.4 The Academy also provides a range of adult ESOL classes, accredited through City of Bristol College, at the Beacon Centre, accessed by parent/carers, including a bespoke course to help them to understand the education system and the technical language used in schools.

## **14. EAL and SEND**

After two years of EAL provision, a student should be able to be proficient enough in English to access the mainstream curriculum without additional EAL lessons. However, it is recommended that EAL strategies, such as modelling, scaffolding, using graphic organisers etc. are still used.

Within this time frame, the EAL team closely monitor student progress and wellbeing. The EAL lead meets with the SENCO on a fortnightly basis to discuss any concerns arising. If a student fails to make expected progress, we then apply the Assess, Plan, Do, Review approach to assess and meet their needs. If a student arrives and it is obvious from the start there are SEND needs, they are first monitored by the EAL team and the EAL Lead will make a referral to the SENCO within the first four weeks of arriving at the Academy.

### **15. Unaccompanied Asylum-Seeking Children**

Refugee and asylum-seeking children have equal access to the full curriculum, appropriate to their age, ability (EAL Stars) and aptitude and any special educational needs they may have. Those who are Unaccompanied Asylum Seeking Children have particular needs and are designated Children in Care. They can therefore access the Designated Teacher for Children in Care and additional pastoral support if required. Through the allocation of CiC Pupil Premium funding, additional tuition is put in place and progress monitoring is completed by the Inclusion manager, based on Personal Education Plans which are in place and reviewed regularly.

### **16. Admission and Induction Procedure for New Arrivals**

The usual admission and induction procedure includes the EAL student record which is completed during the admissions meeting (with the aid of an interpreter if necessary).

- Student is assessed by the EAL Co-ordinator: Speaking & Listening, Reading and Writing.
- Student is shown around the school.
- EAL levels and other relevant information is shared with Pastoral Support Worker so that the student can be placed in appropriate classes/sets.
- EAL levels, relevant information and strategies are shared with teachers in the form of an EAL Passport – this is shared with relevant teachers before the student joins them in mainstream classes.
- If appropriate/possible, student is 'buddied' with a student who shares the home/first language.
- Student joins an EAL withdrawal group or the EAL Stars as appropriate.
- EAL team monitor the student's social and emotional well-being during the time they are accessing EAL provision.

### **17. Student Voice**

All students with EAL will be encouraged to speak out and to take part in Learner Voice activities, but specific consultation sessions will be held with them to ascertain how they feel about the school and whether they feel safe and included.

### **18 Monitoring EAL Outcomes**

The Academy will monitor the outcomes for EAL students compared to their peers, both in terms of examination results, but also in relation to rewards and sanctions, destinations etc. As part of all

outcomes strategic reviews of academic outcomes and progress. Any actions to address any gaps with their peers will be included in the Academy Improvement Plan.

Monitoring of Teaching and Learning will be undertaken as part of the quality processes and will be an integral part of Learning Walks and observations. Thematic EAL Learning Walks will also be undertaken with specialist staff.

### **19. Monitoring the Policy**

This Policy will be reviewed every three years by the Academy Council following consultation with students and staff.

## Guidance on best practice in including EAL students

City Academy aims to implement best practice in including and teaching EAL students which means we aim:

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level;
- To identify language outcomes for all curriculum areas and include in medium-term and weekly planning;
- To promote and encourage the development of the pupils' first languages in order to facilitate concept development in tandem with their acquisition of English;
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate;
- To use key visuals and other strategies to support children's access to the curriculum;
- To ensure that language and literacy are taught within the context of all subjects;
- 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.
- To actively liaise with parents SEND./carers to help them to support their children's learning;
- To facilitate parents'/carers' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement;
- To seek first language assessment to ensure the accurate identification of SEND;
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified;
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners;
- To celebrate multilingual skills and promote linguistic diversity with all pupils.