

# Leigh Academy Rainham

## English as an Additional Language (EAL) Strategy

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## Sections

- [1. Introduction](#)
- [2. Statement of aims and commitment](#)
- [3. Context](#)
- [4. Key principles for second language acquisition](#)
- [5. EAL teaching and learning](#)
- [6. Planning, monitoring and evaluation for EAL](#)
- [7. Special educational needs and gifted and talented pupils](#)
- [8. Assessment and record keeping](#)
- [9. Resources](#)
- [10. Parents/carers and the wider community](#)
- [11. Key responsibilities and staff development](#)
- [12. Monitoring, review and evaluation of the policy](#)

# 1. Introduction

At Leigh Academy Rainham (LAR) we are committed to fostering an inclusive, equitable and supportive environment that values linguistic diversity and cultural richness. Our English as an Additional Language (EAL) policy aims to empower all students developing English as an additional language to achieve their full academic potential.

We believe in a holistic approach to language development which includes:

**Valuing and utilizing students' own home languages** - Recognizing and celebrating the unique linguistic and cultural assets students bring, we integrate their home languages into the learning process to enhance understanding, identity and confidence.

Targeted support for language development - Providing structured evidence-based interventions and resources tailored to meet the diverse needs of EAL learners, ensuring that they develop the language skills necessary to thrive academically and socially.

Championing diversity, equality and inclusion - Promoting respect and appreciation for all cultural and linguistic backgrounds within the school community while actively working to remove barriers to achievement and participation.

Whole-school commitment - Establishing a unified, school-wide approach to EAL education, with collaborative efforts for staff, students, families and the broader community to create a truly inclusive learning environment.

Through this policy, we aim to equip our students with the linguistic skills, confidence and intercultural competencies needed to succeed in our globalized world, while fostering a deep respect for their heritage and identity.

## 2. Statement of aims and commitment

[Evans et al \(2016\)](#) recommended that schools develop “a school-wide language policy in relation to the use of different languages in the school, and...[develop] appropriate approaches to the use of home languages in the school and classroom.” With this quotation in mind, the aims and commitment of this EAL policy are stated below:

### 1. What is the school aiming to achieve?

The school aims to create an inclusive, supportive, and enriched learning environment where students with EAL can thrive academically, socially, and emotionally. We strive to enable EAL students to achieve fluency and confidence in English while maintaining pride in their home language and culture. The ultimate goal is for all students to have equitable access to the curriculum, achieve their full potential, and develop as globally aware, linguistically skilled individuals.

## 2. What is the role of language(s) in the school?

Language is at the heart of learning, communication, and cultural expression. The school recognises the central role of English in accessing the curriculum and participating in school life. At the same time, we value and celebrate the diverse linguistic backgrounds of our students, viewing multilingualism as an asset. We aim to foster an environment where students' home languages are respected and integrated where appropriate, promoting both language development and cultural understanding.

## 3. How should this EAL policy be used and interpreted?

This EAL policy provides a framework to guide teaching and support practices for EAL students. It is a dynamic document that should be interpreted flexibly, considering the diverse and evolving needs of individual learners. Teachers, support staff, and SLT members are encouraged to use this policy as a tool for planning, collaboration, and professional development to ensure consistency and quality in EAL provision. The policy also serves as a commitment to parents and carers, demonstrating the school's dedication to fostering linguistic inclusion and academic excellence.

## 3. Context

'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)

At LAR, we celebrate the rich linguistic and cultural diversity within our school community, which is a key strength of our institution. Our student body reflects a global tapestry of languages, with 27 languages spoken by students across the school. This diversity provides a dynamic and inclusive environment where students can learn from one another while developing a deep respect for different cultures and perspectives.

As part of our commitment to ensuring that every child achieves their full potential, we recognise the varying levels of English language proficiency among our students who use EAL. To address these diverse needs, we categorize our EAL learners into five broad groups (see Figure 1) based on their current level of English language proficiency and the type of support they require to access the curriculum effectively:

**New to English** - Two students are in this group. They are in the early stage of learning English. They are not literate in their home language and so the acquisition of English is their first encounter with learning to read and write a language.

**Early Acquisition Learners** - The 2 students in this category are starting to engage with spoken and written English, however, they still require significant support to access the curriculum. These students may need tailored interventions, one-to-one or small-group support, and a focus on foundational English language skills.

**Developing Competence in EAL** - The 5 students in this category are making progress in English and are developing competence, but they continue to require ongoing support to fully engage with the curriculum. These students may benefit from targeted teaching strategies, scaffolded learning activities, and focused vocabulary development.

**Competent Users of EAL and Fluent Users of EAL** - Thirty nine students are identified to be in the 2 upper bands of EAL. These students are proficient in English and can communicate effectively across a range of contexts. However, they may still require some support, particularly with academic language and subject-specific terminology, to achieve their full academic potential.



Figure 1 - The five English acquisition bands for categorizing English proficiency

Additionally, 23 of our EAL learners are eligible for Pupil Premium funding, reflecting the intersection of language acquisition needs and socio-economic challenges. This funding enables us to provide targeted support and resources to ensure equitable access to learning opportunities for these students.

This context shapes our approach to planning, teaching, and assessing our EAL learners, ensuring that every child receives the support they need to thrive academically, socially, and emotionally. Our EAL policy aligns with national guidelines and reflects our commitment to fostering an inclusive, high-achieving school community.

First Language	Students	Percentage
Akan/Twi-Fante	1	0.125
Bulgarian	3	0.375
Caribbean Creole English	1	0.125
Chinese (Mandarin/Putonghua)	1	0.125
Esan/Ishan	2	0.25
German	2	0.25
Ijo (Any)	1	0.125
Italian	1	0.125
Japanese	2	0.25
Konkani	2	0.25
Kurdish	1	0.125
Lithuanian	6	0.75

Luganda	1	0.125
Malayalam	1	0.125
Panjabi	1	0.125
Polish	1	0.125
Portuguese (Brazil)	1	0.125
Romanian	6	0.75
Romanian (Moldova)	1	0.125
Romanian (Romania)	1	0.125
Russian	4	0.5
Shona	2	0.25
Spanish	1	0.125
Telugu	1	0.125
Turkish	2	0.25
Urdu	2	0.25
Yoruba	8	0.1
Total	56	6.10%

Table 1: The home languages (excluding English) that are spoken by students at LAR and the number of students that speak each of these languages. (Last update, November 2024)

Ethnicity	Students	Proportion
Any other black background	3	7.50%
Any other mixed background	1	2.50%
Any other white background	1	2.50%
Black - African	5	12.50%
Black - Nigerian	1	2.50%
Black and any other ethnic group	1	2.50%
Chinese	1	2.50%
Indian	2	5.00%
Information not yet obtained	6	15.00%
Iranian	1	2.50%
Other White British	2	5.00%
Pakistani	2	5.00%
Turkish	1	2.50%
Unknown Code	1	2.50%
White - British	3	7.50%
White - English	1	2.50%
White and any other ethnic group	1	2.50%
White and Black African	1	2.50%
White and Black Caribbean	1	2.50%
White and Pakistani	1	2.50%
White Eastern European	2	5.00%
White European	1	2.50%
White other	1	2.50%
<b>Total</b>	<b>40</b>	<b>100.00%</b>

Table 2: The breakdown of EAL students by ethnicity. (Last update, November 2024)

Of the 56 students with a home language other than English only 40 identify as EAL. This may be because some parents may conclude that although their child has a different home language, they are fluent in English and so do not identify as EAL.

## 4. Key principles for second language acquisition

### 1. Facilitation of Additional Language Acquisition

**Immersive and Scaffolded Learning** - Provide a language-rich environment that immerses students in meaningful communication while offering scaffolding to support comprehension and expression.

**Targeted Language Instruction** - Use structured, explicit teaching of vocabulary, grammar, and language structures alongside opportunities for natural language use.

**Integration of Language and Content** - Embed language learning into subject-specific teaching to ensure students develop both linguistic and academic skills.

**Opportunities for Practice** - Encourage frequent, diverse opportunities for students to practice listening, speaking, reading, and writing in their additional language in supportive contexts.

### 2. Promotion of Home Language Maintenance

**Recognition of Home Language as a Resource** - Value students' home languages as assets that contribute to their cognitive, social, and academic development.

**Encouragement of Home Language Use** - Provide opportunities for students to use and develop their home languages in school settings, such as bilingual projects, literature, or collaborative tasks.

**Family Engagement** - Engage families in maintaining their home language through encouragement, resources, and partnerships, fostering a sense of pride in their linguistic and cultural heritage.

**Positive Identity Development** - Reinforce students' cultural identity by acknowledging and respecting their linguistic backgrounds, fostering a sense of belonging.

### 3. Development of an Inclusive Curriculum

**Representation and Diversity** - Ensure the curriculum reflects a wide range of cultures, languages, and experiences, promoting understanding and appreciation of diversity.

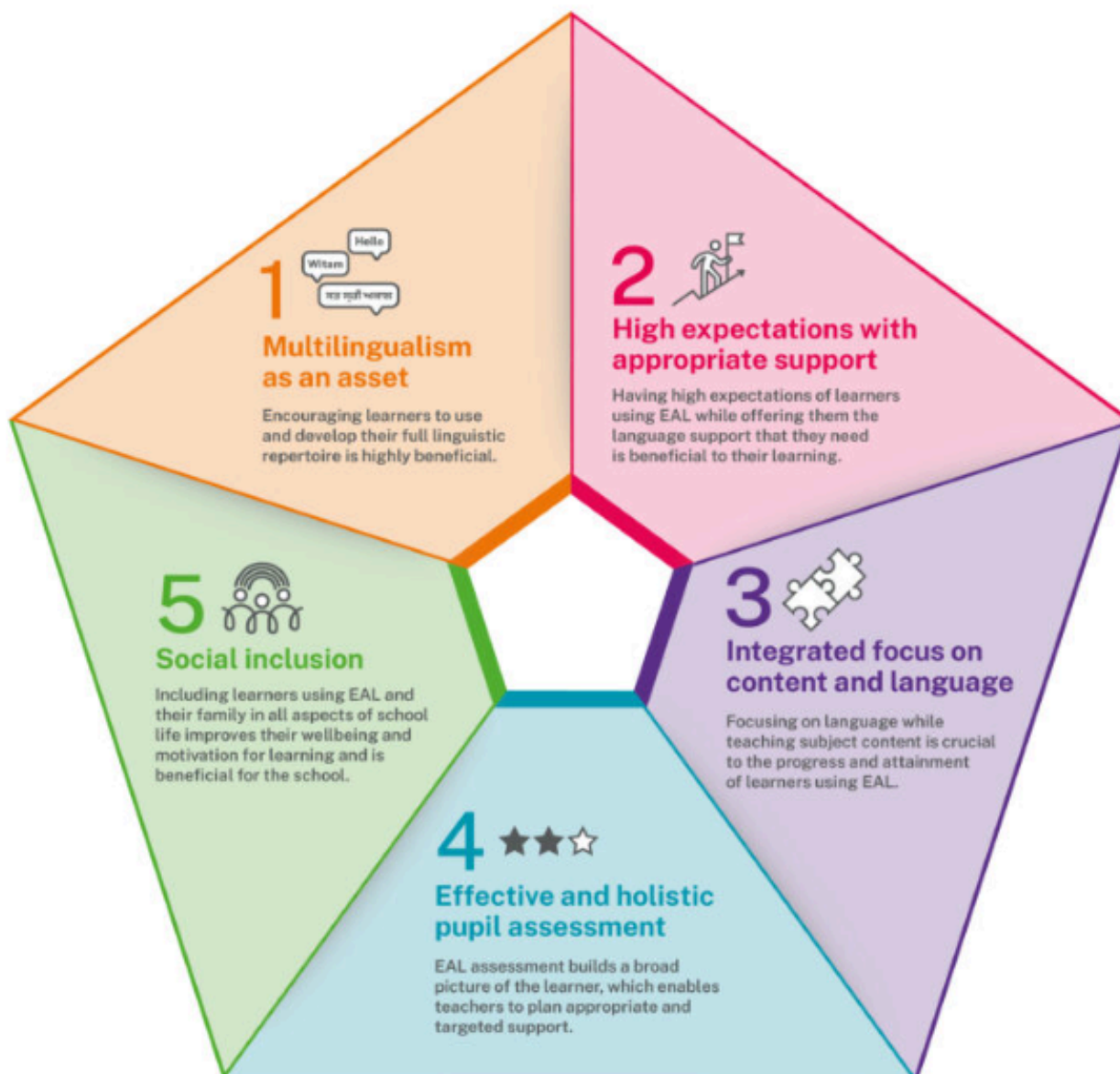
**Differentiated Instruction** - Adapt teaching strategies and materials to meet the diverse linguistic and academic needs of EAL learners.

**Collaborative Learning** - Foster peer-to-peer interaction to encourage mutual learning, language acquisition, and social integration.

**Equity in Access** - Provide all students, regardless of their language background, with access to the full curriculum and opportunities for success.

**Assessment Practices** - Use culturally and linguistically responsive assessment methods to measure progress in both language acquisition and content learning.

In addition, **The Bell Foundation** suggests 5 principles that have proven to be instrumental in guiding the acquisition of English proficiency. These are illustrated in Figure 2 below. At LAR we strive to incorporate these principles in our work with our EAL learners.



**Figure 2: Five principles to support English acquisition**

Knowing more than one language is a great skill and asset, to be valued and viewed positively; there are many research findings about the benefits of being bilingual linked to creativity (Marian & Shook, 2012), the delay of brain aging (Bialystok et al, 2004) amongst others.

Bilingualism has a positive effect on educational attainment when both languages are developed to an academic level. With this in mind, we encourage all our EAL learners to study their home language(s) as a GCSE qualification, provided the home language is available as a GCSE subject.

By adhering to these principles, the EAL policy will support students in developing proficiency in additional languages, maintaining their home languages, and engaging in an



inclusive educational experience that values their unique identities.

## 5. EAL teaching and learning

### 1. Supporting Access to the Mainstream Curriculum

To ensure that EAL learners can access the mainstream curriculum:

**Adapt Instruction** - Provide materials and tasks that are scaffolded to meet varying levels of English proficiency, such as simplified language, glossaries, visual aids, and sentence starters.

**Visual and Contextual Support** - Use visual organizers, images, realia, and practical demonstrations to reinforce understanding.

**Collaborative Learning** - Encourage group work and peer support by pairing EAL learners with fluent English-speaking peers.

**Pre-Teaching Vocabulary** - Introduce and explicitly teach key subject-specific vocabulary before lessons to build confidence and comprehension.

**Language Support Tools** - Utilize bilingual resources, translation apps, or dual-language texts where appropriate.

### 2. Teacher Expectations

Teachers are expected to ensure:

**High Standards for All** - Maintain high expectations for EAL learners' progress, recognizing that cognitive ability is distinct from language proficiency.

**Inclusive Teaching** - Foster an inclusive environment where cultural diversity is celebrated and language learning is viewed as a shared responsibility.

**Use of EAL Assessment Bands** - Regularly reference EAL assessment bands to inform planning, teaching and differentiation. These bands guide understanding of a student's current language skills and areas for development.

**Feedback and Assessment** - Provide clear, constructive feedback on both content and

language use, focusing on what the learner has achieved and how they can improve.

**Knowledge of Learners** - Understand the individual linguistic backgrounds, proficiency levels, and educational histories of EAL learners.

**Professional Development** - Engage in ongoing training to deepen understanding of EAL strategies and effective language instruction.

### **3. Classroom Organisation**

Classrooms should be organized to support EAL learners effectively through:

**Flexible Seating** - Arrange seating to promote interaction with peers, allowing opportunities for language modeling.

**Language-Rich Environment** - Display key vocabulary, sentence structures, and multilingual signage.

**Access to Resources** - Provide access to dictionaries, thesauruses, and online language tools.

**Inclusive Displays** - Celebrate the languages and cultures of all students through displays and classroom materials.

### **4. Supporting Higher-Achieving EAL Learners**

EAL learners with higher language proficiency or academic ability require targeted support to maximize their potential by utilizing:

**Extension Activities** - Provide tasks that challenge critical thinking, creativity, and subject mastery, avoiding oversimplification.

**Advanced Vocabulary** - Teach nuanced and subject-specific vocabulary and language structures.

**Enrichment Opportunities** - Encourage participation in extracurricular activities, competitions, and leadership roles.

**Mentorship** - Pair higher-achieving learners with subject experts or mentors to nurture talent.

## 5. Planning for Language Learning

Effective planning is essential for integrating language development into curriculum delivery through:

**Language Objectives** - Incorporate specific language learning goals alongside curriculum objectives in lesson planning.

**Language Skills Integration** - Balance activities that develop listening, speaking, reading, and writing skills in English.

**Repetition and Practice** - Reinforce learning through consistent exposure and varied practice opportunities.

**Formative Assessment** - Regularly assess language proficiency and adapt teaching strategies based on progress.

**Cultural Relevance** - Ensure lesson content reflects the cultural backgrounds and experiences of EAL learners to enhance engagement and relatability.

By implementing these strategies, we aim to foster an environment where EAL learners can thrive both linguistically and academically, achieving their full potential.

The [Bell Foundation website's resource library](#) has a wide range of teaching resources across many subject areas.

## 6. Planning, monitoring and evaluation for EAL

Effective planning, monitoring, and evaluation are fundamental components of an EAL policy. **Target-setting** should encompass both curricular and linguistic objectives, ensuring learners attain proficiency across various contexts. Establishing clear, measurable goals facilitates tailored instruction that meets individual student needs.

**Regular observations** should be conducted to track student progress, employing a variety of assessment methods such as formative assessments and participatory activities. Recording outcomes in a systematic manner enables educators to identify trends and adjust pedagogical approaches accordingly.

Maintaining **comprehensive record-keeping** practices is essential for monitoring learners'

linguistic development and curricular achievements over time. Curriculum planning should be dynamic, incorporating these insights to create a responsive learning environment that fosters academic success. Ultimately, regular evaluation of policies against set targets will ensure the ongoing effectiveness and relevance of the EAL programme.

## 7. Special educational needs and gifted and talented pupils

This section of the EAL policy clearly delineates the distinction between students who have **Special Educational Needs (SEN)** and those who are classified as **EAL**, emphasizing that SEN and EAL are fundamentally different concepts. SEN pertains to a range of learning difficulties requiring additional support, while EAL refers to students whose home language is not English, encompassing diverse backgrounds and linguistic abilities.

We are committed to ensuring that all students using EAL, whether on the SEN or **Gifted and Talented** registers, have equitable access to the school's provision. Measures are in place to monitor and evaluate their experiences, ensuring that they receive appropriate support to enhance their academic and social integration.

Furthermore, it is imperative that students using EAL are fairly represented on both the SEN and Gifted and Talented registers. Regular reviews of these registers are conducted to guarantee this representation aligns with the school's inclusivity ethos.

In terms of intervention groups, we strive to ensure students with EAL are adequately represented. However, should there be discrepancies, we will undertake a thorough investigation to discern any underlying factors, thereby ensuring continued commitment to fairness and equality in supporting all learners.

## 8. Assessment and record keeping

At LAR, our assessment and record-keeping practices aim to ensure that learners using EAL receive appropriate support, achieve their potential, and develop both academically and socially. These practices are underpinned by principles from the Early Years Foundation Stage (EYFS), the National Curriculum levels, and guidance from the Qualifications and Curriculum Authority (QCA).

### Initial Assessment of Learners Using EAL

#### 1. Purpose of Initial Assessment

It is our aim that upon admission, all students identified as having EAL undergo an initial assessment. This is conducted to:

- Identify their current English language proficiency.
- Understand their first language skills and prior educational experience.
- Highlight any additional support or interventions required for both language acquisition and curriculum access.

## **2. Process of Initial Assessment**

- **English Language Proficiency** - Tools such as the Bell Foundation EAL Assessment Framework or similar standardized assessments are used to measure listening, speaking, reading, and writing skills.

- **First Language Assessment** - Where feasible, assessments in the student's first language are conducted, either through the use of bilingual staff or external resources, to ascertain overall cognitive and academic levels without the interference of language barriers.

## **3. Cultural and Educational Background**

- Information about the learner's prior schooling, literacy levels, and cultural context is gathered to inform teaching approaches.

## **Ongoing Assessment and Monitoring**

### **1. Frameworks for Progress**

- Students' progress in English is tracked using EYFS standards in early years and National Curriculum levels for primary and secondary education.

- Progress is monitored using assessments aligned with the Qualifications and Curriculum Authority (QCA) recommendations.

### **2. Appropriacy of Testing**

- Standardized tests are adapted where necessary to ensure fairness and reliability for EAL learners. For example, additional time, simplified instructions, or bilingual dictionaries may be provided.

- Teachers carefully consider whether the assessments evaluate subject knowledge or are unduly impacted by English proficiency.

### **3. English Language Proficiency Tracking**

- Proficiency is monitored across listening, speaking, reading, and writing using scales that categorize learners from 'New to English' to 'Fluent in English'.

- Individual learning plans (ILPs) or **EAL passports** document progress and are reviewed once every 2-module.

### **4. Use of Data**

- Assessment outcomes are recorded centrally and used to set targets, plan interventions, and communicate progress with learners, parents, and teachers.

## **Record-Keeping**

### **1. Individual Records**

- Each EAL learner has a file containing their initial assessment, language proficiency updates, and samples of work.
- Records are updated to reflect ongoing assessment outcomes and any support provided.

### **2. Confidentiality and Access**

- Data is stored securely and accessed only by relevant staff to ensure compliance with data protection regulations.

### **3. Transition Planning**

- As students move through key stages or transfer to other schools, comprehensive records are shared to ensure continuity in support.

## **Training and Review**

- Staff involved in assessment receive regular training on culturally responsive approaches, assessment tools, and adapting methods for EAL learners.
- This section of the EAL policy is reviewed annually to incorporate best practices and updated guidelines from relevant educational authorities.

Through a robust system of assessment and record-keeping, we ensure that EAL learners are supported effectively and equitably on their journey to full integration and academic success.

## **9. Resources**

Our school is committed to providing the necessary resources to support students with EAL, ensuring their academic and social success. Below is an overview of the resources available to EAL students:

### **Support Staff for EAL Students**

- **Dedicated EAL Specialists** - Trained staff members work closely with EAL students to provide targeted language development support.

- **Teaching Assistants** - Classroom-based assistants offer additional help to EAL students during lessons, focusing on understanding instructions, completing tasks, and developing language skills.

- **Inclusion Team** - The inclusion team collaborates with teachers to implement individualized strategies tailored to each student's needs.

### **Access to Dictionaries**

- **Bilingual Dictionaries** - Students have access to bilingual dictionaries to support comprehension during lessons and homework. All students have individual chromebooks and can access Google Translate on their devices. Paper dictionaries are also available.

- **Subject-Specific Glossaries** - Key terms are provided in both English and students' first languages to support understanding in subjects like science, math, and geography.

### **Dual Language Resources**

- **Library Resources** - Our library has dual-language books, covering a range of reading levels and interests, to encourage literacy development in both English and the student's home language.

- **Multilingual Handouts** - EAL students are encouraged to use their devices to translate key learning materials, such as timetables, classroom rules, and instructions.

### **Visual Support**

- **Classroom Displays** - Visual aids, such as labeled diagrams, pictorial cues, and multilingual word walls, are used to reinforce learning.

- **Interactive Technology** - Tools such as visual learning apps and interactive whiteboards are employed to support visual learners. E.g. Flash Academy and Read and Write

### **Peer Support**

- **Young Interpreters Scheme** - Selected students are trained to act as "buddies" for EAL students, helping them navigate school life and providing informal language support.

- **Collaborative Group Work** - Pairing EAL students with empathetic, fluent English-speaking peers fosters language acquisition and social integration.

### **Intervention Groups**

- **Small Group Sessions** - Students receive focused language instruction in small groups, targeting grammar, vocabulary, and conversational skills.
- **After-School Clubs** - Language clubs offer additional opportunities to practice English in a supportive and informal setting.

### **Funding and Use of Pupil Premium**

- **Targeted Spending** - Pupil Premium funds are allocated to enhance resources and interventions for disadvantaged EAL students.
- **Staff Training** - Part of the funding is used to provide professional development for teachers and teaching assistants on strategies for supporting EAL students.
- **Technology and Materials** - Investments include the purchase of bilingual resources, digital learning tools, and culturally relevant materials.

Through these resources, LAR aims to create an inclusive environment where all EAL students can thrive academically, socially, and emotionally.

## **10. Parents/carers and the wider community**

At LAR, we recognise the vital role that parents and the wider community play in the success of our EAL students. We are committed to fostering an inclusive environment where families feel welcomed, supported, and valued. Our approach encourages collaboration between the school and home to ensure that all students thrive academically, socially, and emotionally.

### **Welcoming Parents and Families**

We understand that for many EAL families, school can be an unfamiliar environment, and there may be barriers to communication, both linguistic and cultural. To overcome these challenges, we employ the following strategies to welcome parents and caregivers:

**Multilingual Communication** - We ensure that key documents and communications from the school (such as newsletters, event invitations, and updates) are available in the most common languages spoken by our families. Additionally, we have access to interpreters for



meetings and parent-teacher conferences, making it easier for non-English speaking parents to engage with school staff.

**Welcoming Environment** - Our school is committed to creating a warm, inclusive atmosphere where EAL families feel comfortable. Staff members are trained to be sensitive to cultural differences and to respect the diverse backgrounds of our families. We encourage a positive first impression by having clear signage, with multilingual signs where possible, and by providing easily accessible points of contact for support.

**Dedicated EAL Support** - We offer specific support for EAL parents to ensure they understand the school's expectations, routines, and educational programs. This may include welcoming sessions where new families can meet staff, ask questions, and learn more about school life. These sessions are held in multiple languages, where necessary, and include information about how to support children's language development at home.

### **Encouraging Parental Involvement**

We believe that parental involvement is crucial for student success. Our school works actively to create opportunities for EAL parents to participate in the school community and contribute to the educational experience of their children:

**Parent Workshops** - We organize workshops to help parents support their children's learning at home, especially focusing on language acquisition, literacy, and other educational activities. These workshops are designed to be accessible to all, with clear explanations and translation services as needed.

**Parent-Teacher Engagement** - We encourage regular communication between teachers and EAL parents through scheduled parents evenings, informal check-ins, and home-school liaison roles. Our staff is available to answer any questions or address concerns, and we offer flexible meeting times to accommodate parents' availability.

### **Building Connections with the Wider Community**

We also recognize the importance of engaging with the wider community to support our EAL students. We strive to:

**Partner with Local Organizations** - The school works in partnership with local community groups, cultural organizations, and other support services to offer additional resources for EAL families. This may include offering information about housing, legal advice, language classes, and job opportunities, ensuring families feel supported both within and outside the school setting.

**Cultural Celebrations and Events** - Our school celebrates cultural diversity through events such as multicultural days, international food festivals, and performances that showcase the talents and traditions of our diverse student body. These events provide opportunities for

parents to connect with one another and share their cultural backgrounds with the wider school community.

**Student Support Managers** - To ensure that EAL families are fully integrated into the life of the school, we have 6 student support managers, 2 for each college, who work directly with parents, offering guidance and support. This role helps bridge any gaps between the school and families, ensuring that everyone feels heard and involved.

By welcoming and encouraging EAL parents to participate in their children's education and by fostering strong connections with the wider community, we aim to create a supportive and enriching environment for all our students. Through these efforts, we hope to empower parents, strengthen the school community, and provide our EAL students with the best possible foundation for success.

Further guidance for EAL parents can be found at The Bell Foundation web links below:

- 1) Helping children learn - [guidance for parents of EAL pupils](#), in 22 different languages
- 2) [Guidance about the English education system](#), in 22 different language

## 11. Key responsibilities and staff development

### Key Responsibilities

#### 1. Leadership and Coordination

- The **EAL Coordinator** will oversee the implementation of the EAL policy, monitor its effectiveness, and provide regular updates to the SLT.

- The **SLT** will ensure that sufficient resources and time are allocated for staff training and the development of EAL strategies.

- **Subject leaders and department heads** will incorporate EAL support strategies into curriculum planning and delivery.

#### 2. Classroom Teachers

- All teachers are responsible for adapting their teaching to meet the needs of EAL students, ensuring lessons are accessible and inclusive.

- Teachers will regularly assess the progress of EAL students and provide feedback to the EAL Coordinator to ensure interventions are timely and effective.

### **3. Teaching Assistants and Support Staff**

- Support staff working with EAL learners will provide targeted assistance, using strategies informed by best practices to enhance language acquisition and content understanding.

- They will collaborate with teachers to implement personalized support plans where necessary.

### **4. Parents and Families**

- The school will engage with families of EAL learners to ensure effective communication and to foster a supportive learning environment both at home and in school.

## **Staff Development**

### **1. Professional Development**

The school will deliver regular training sessions for all staff, focusing on effective strategies for supporting EAL learners, including:

- Adaptive teaching techniques for language development.
- Using visuals, modeling, and scaffolding to aid comprehension.
- Encouraging peer-supported learning and collaborative activities.
- Staff will have access to external courses, workshops, and conferences on EAL education to stay updated on current best practices

.

### **2. Mentoring and Collaboration**

- Newly qualified and less experienced staff will be paired with experienced colleagues or mentors who specialize in EAL strategies.

- Regular team meetings will encourage collaboration and the sharing of successful approaches among staff.

### **3. Resource Provision and Accessibility**

- Staff will be provided with a comprehensive range of resources, including bilingual dictionaries, visual aids, and technology tools, to support EAL students.

### **4. Monitoring and Reflection**

- The school will conduct annual reviews of staff training needs related to EAL students through surveys, lesson observations, and feedback.

- Staff performance in implementing EAL strategies will be included as part of professional development reviews to encourage ongoing improvement.

By implementing this structured approach, the school aims to create a supportive and informed teaching environment that enables EAL students to achieve their full potential.

## 12. Monitoring, review and evaluation of the policy

The monitoring, review, and evaluation of the EAL policy are essential to ensure its effectiveness and alignment with the needs of EAL students and the overall goals of the institution. This section outlines the approach to tracking progress, gathering feedback, and making necessary updates to the policy.

### Monitoring

**Responsible Parties** - The EAL Coordinator, in collaboration with classroom teachers and the SLT, will oversee the monitoring of the policy's implementation.

### Methods

- Regular reviews of student progress through assessments, work samples, and teacher observations.

- Collection of feedback from students, parents, and staff regarding the effectiveness of EAL support.

- Analysis of enrollment data to identify trends in EAL student demographics and needs.

### Frequency

Monitoring activities will be conducted after 2 modules to ensure timely identification of issues and areas for improvement.

### Review Schedule

The EAL policy will be formally reviewed annually, with additional interim reviews as required by changes in student demographics, curriculum updates, or staff feedback.

### Participants

- The review process will involve the EAL Coordinator, members of the SLT, classroom teachers, and a designated governor or trustee responsible for inclusivity and diversity.

- Input from EAL students and their families will also be solicited to ensure their voices are reflected in the policy.

## **Evaluation**

### **Purpose:**

The evaluation will measure the effectiveness of the policy in meeting its stated objectives, including:

- Ensuring equitable access to the curriculum for EAL students.
- Enhancing EAL students' English proficiency and academic outcomes.
- Supporting staff in delivering appropriate and effective EAL teaching strategies.

### **Methods:**

- Analysis of student achievement data, including English proficiency levels, attainment, and progress reports.
- Surveys and feedback sessions with students, parents, and staff.
- Review of professional development opportunities and their impact on teaching practices.

### **Outcomes:**

The evaluation findings will be documented in an annual report presented to the governing body, along with recommendations for policy updates and resource allocation.

## **Policy Update and Communication**

Any updates to the EAL policy following the review and evaluation process will be:

- Drafted by the EAL Coordinator and approved by the SLT and governing body.
- Communicated to all stakeholders, including staff, parents, and students, through appropriate channels such as newsletters, staff meetings, and the school website.

This systematic approach to monitoring, review, and evaluation ensures that the EAL policy remains a dynamic and responsive framework, effectively supporting the needs of all EAL

learners.