



CATHOLIC AND
CHURCH OF ENGLAND
PRIMARY SCHOOL

The Bell 
Foundation

English as an Additional Language (EAL) Policy

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1. Introduction

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

This policy applies to all pupils, including those in Early Years Foundation Stage

2. Definition

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

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

The Government defines EAL learners as:

'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)

EAL pupils will need varying levels of provision. At Christ the King, we use 'The Bell Foundation' to enhance our assessment, provision and teaching of EAL learners.

3. Aims and Commitment

At Christ the King we aim to ensure pupils 'Live life to the full' (John 10:10) by seeking to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school environment promotes language development through the rich use of language. The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.

Bilingualism is viewed as a positive and life-enriching asset. At Christ the King we are proud to have a diverse community, over 50% of our learners have EAL, there are 11 spoken and written languages across the school, including:

- Polish
- Malayalam
- Igbo
- Yoruba
- Arabic
- Iranian
- Hindi
- Afrikaans
- Italian
- Bemba

We encourage children to speak their languages with their peers, celebrate and share their cultures.

4. Identification and Assessment

New Arrivals:

For new arrivals to our school, we implement an EAL induction programme. We plan to support new arrivals in the initial period at the school, from just before the admission to school to the first few weeks. We follow the Bell Foundations programme of PAWS (Prepare – Alert – Welcome – Support) structure to EAL induction as seen in the graphic below:



Assessment:

All learners who use EAL are recorded on a whole school 'EAL register' which records their year group, home language, first language and SEN where applicable.

We use The Bell Foundation' Assessment Framework to gather data to support the teaching and learning of learners who use EAL and to enable teachers to generate targets to guide progress. Through this on-going cycle of formative assessment, leading to individual target-setting and tailored support, learners can develop their English language skills, fully access the curriculum and fulfil their academic potential.

The assessment descriptors form a set of rating scales for Primary. Each of set of scales covers the four strands of language knowledge and use: Listening Speaking Reading and Viewing Writing.

English language Proficiency in each strand is represented by five Proficiency bands and each band has a descriptive label :

A-New to English/Beginning

B-Early acquisition/Emerging

C-Developing competence/Expanding

D-Competent/Diversifying

E-Fluent.

Each band has 10 assessment descriptors. Pupils are not expected to achieve all the descriptors within a band) The descriptors are sequenced to reflect internal progression within each band of descriptors, e.g. descriptors 1- 3 are 'early development' and descriptors 8 -10 are 'getting closer to the next band'. Although the descriptors are not expected to be achieved in strict order by all pupils, this way of ordering the descriptors within each band enables teachers to set targets from the descriptors and to track progression.

Teachers will carry out this assessment termly, and the EAL Co-Ordinator will record this data on the individual learners Assessment Tracker.

5. Target Setting and Provision

Target Setting:

The framework is designed to set individualised targets based on this assessment. This enables teachers to chart progress and to set targets for progression into the next band. Targets will be

appropriate to the EAL learner's needs – they may not need a target in every strand (Listening, Speaking, Reading, Writing).

Provision:

Based on these targets, teachers will then select strategies to meet the learner's language needs in relation to their language band and strand, this may include but is not limited to the use of:

- Translation apps
- Visuals to convey meaning
- Scaffolding writing and speaking such as substitution tables
- Graphic organisers
- Labelling resources in the classroom
- Visual timetable
- Working in groups
- Vocabulary building games
- Modelling language and writing
- Word banks
- Pre-teaching vocabulary and key concepts

Teachers may refer to 'The Bell Foundations Great Idea's page which provides a series of approaches, resources and strategies that are recommended for EAL learners. for further guidance. (bell-foundation.org.uk/great-ideas)

6. Monitoring and Recording

Class teacher:

- It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care.

EAL Co-ordinator:

- The EAL Co-Ordinator collates information and arranges a baseline assessment for EAL pupils using an EAL assessment tracker, which will be reviewed on a regular basis and termly.
- Ensures a register of EAL pupils (identifying stages) is maintained centrally by the school and is to be monitored the EAL Co-Ordinator
- The EAL Co-Ordinator will share any relevant policy briefings published by the EEF or Bell Foundation with staff.

7. Special Educational Needs and Adaptive Teaching:

EAL pupils are not children with SEN and Christ the King recognises that most EAL pupils needing support with their English do not have SEN needs but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and in such cases, pupils will have equal access to school SEN provision, in addition to EAL support. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

8. Working with Parents:

At Christ the King we recognise that parental involvement is an important part of a child's learning and academic success. Yet parents and carers of pupils using English as an Additional Language (EAL) can experience language and communication barriers when engaging with schools.

Parents and staff will work together in the best interests of pupils with EAL. Teachers are encouraged to share the Bell Foundation's 'Guidance for parents of children who use EAL' which is available in 22 languages with the parents of their learners by email, by post, or face-to-face. During any conversations with parents, teachers can also have copies of the relevant language flyer, and the English version for their own reference. Teachers may also use translation apps or organise for a translator to be present when meeting with parents where language may be a barrier to understanding.

Our school website and Dojo have automatic translation tools which enables the information to be accessible to parents of learners who use EAL.

9. Source of Information:

English as an Additional Language: Proficiency in English, Educational Achievement and Rate of Progression in English Language Learning. Available at: The Bell Foundation (bellfoundation.org.uk)

English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database Available at: Educational Endowment Foundation

Five principles to guide EAL pedagogy



