



English as an Additional Language Policy 2025-2026

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

Key terms

- **EAL** stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know more than one other language and are adding English to that repertoire.
- **Bilingual** is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.
- **Advanced learner of EAL** is a term used to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children who, often born in this country, appear to be fluent in ordinary everyday conversational contexts, but require continued support in order to develop the cognitive and academic language necessary for educational success.

Key principles

Greenfield School recognises the importance of community languages in their own right and celebrate the fact that many of our children speak more than one language. EAL children benefit from their exposure to more than one language; indeed, multilingualism is associated with success. Research by neurologists, psychologists and linguists has revealed many cognitive benefits for bilinguals and multilinguals.

However, competence in English is essential in communicating and learning in the British school system and gives pupils wider and better opportunities throughout and beyond their time at school. It is therefore essential that EAL pupils receive the support they may need to fully access these opportunities.

- Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.
- Language acquisition goes hand in hand with cognitive and academic development, with an inclusive curriculum as the context.
- Cognitive challenge should be kept appropriately high through the provision of linguistic and contextual support.

Key Aims

At Greenfield, we encourage *all* children to achieve the highest possible standards through providing excellent teaching and learning opportunities, celebrating achievements and modelling the attitudes important to wellbeing. This is underpinned by the three principles of the National Curriculum inclusion statement:

- Setting suitable learning challenges through appropriate learning objectives

Greenfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

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- Responding to pupils' diverse learning needs through adopting appropriate teaching styles
- Giving access to learning and assessment by overcoming potential barriers for individuals and groups of pupils

In order to meet these principles for EAL pupils, we need to recognise that EAL learners have to learn a new language while learning through the medium of that new language. To ensure they reach their potential, we must deploy learning and teaching approaches that ensure both access to the curriculum at a cognitively appropriate level as well as maximising language development.

Learning and Teaching Approaches

Generally speaking, children learning an additional language can become conversationally fluent in the new language in two to three years, but may take five years or longer to catch up with monolingual peers in the development of cognitive and academic language. The distinction between these two types of language (interpersonal, communicative skills and cognitive, academic language) and their rates of development is recognised at Greenfield School and catered for.

School/class ethos

- The cultural, linguistic and educational experiences that pupils with EAL bring to the school are welcomed and valued
- Classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- EAL pupils' self-esteem and confidence are maintained by acknowledging and giving status to their skills in their own languages

Safeguarding and wellbeing

Consideration needs to be given to any potential language barriers when dealing with behavioural or safeguarding issues. (Refer to Behaviour, Sanctions and Exclusions policy and Safeguarding policy)

Access and support

Greenfield teachers provide learning opportunities that are matched to the needs of all their pupils. As well as differentiation within class, additional learning support is available to EAL children should they need it. Where appropriate, EAL pupils will be supported by a Teaching Assistant to enable the pupil to complete tasks with understanding.

Where necessary, EAL pupils may receive bespoke support outside lessons on a 1:1 basis or in a small group. The aim is for the EAL child to feel that the support is available when they need it, but to encourage them to take full part in school life, and become a confident and happy member of the school.

The Role of the class/subject teacher

- Be knowledgeable about any EAL pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning and classroom teaching
- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format
- Use collaborative learning techniques and ensure that EAL pupils are grouped to hear good models of English
- Recognise the role played by the first home language in the development of English (for example, the absence of a plural number or definite tense structure in the home language)

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- Assist EAL pupils in becoming confident and fluent in speaking, listening, reading and writing in English in order to be able to fulfil their academic potential
- Encourage and enable parental support in improving EAL pupils' attainment
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO (refer to SEND policy)

Planning for EAL learners

- Planning for EAL learners is part of the whole school and whole class approach and is embedded in the usual planning format
- It considers the language demands of the curriculum – both the subject-specific vocabulary and the appropriate language forms associated with the content, e.g. explain or describe
- It provides opportunities for speaking and listening, collaborative work and other strategies for language development
- Consideration is given to how the children are grouped and how both language learning and language use will be assessed
- The role of additional adults with EAL expertise and/or bilingual skills is clearly indicated, and they are involved in the planning process or have plans shared with them
- Contexts for learning are relevant, motivating and culturally inclusive

Assessment of EAL learners

At Greenfield School we see assessment as an integral part of the teaching and learning process and endeavour to make our assessments purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment are gathered in various ways: by talking to the children, observing children working and marking their work. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Teachers use these assessments to plan further work throughout the curriculum. The pupils' language development is observed in both dedicated lessons as well as less formal situations. Summative assessments will be tailored to individual learners. For example, an EAL learner may complete the Progress Test in Maths with the support of having questions read to them.

The Role of the EAL Coordinator

The EAL coordinator will establish EAL policy and practice, and develop priorities to raise standards and accelerate progress for EAL children across the school. They will:

- Obtain, collate and distribute information on new pupils with EAL
- Meet the needs of children newly arrived from overseas:
 - Liaise with parents, carers and families to develop profiles which inform the development of strategies to meet children's social, emotional, language and learning needs
 - Assess pupils' standard of English and organise EAL programmes, as necessary
 - Advise colleagues on ways to include children in the mainstream curriculum
- Monitor standards of teaching and learning of pupils with EAL
 - Consider the pupil's age, length of time in this country, previous educational experience and ability in other languages
 - Provide Provision Map targets where appropriate
- Keep up to date with current developments in EAL pedagogy and practice
 - Attend INSETS when necessary and advise on CPD for all staff relevant to the needs of children learning EAL in order to ensure that whole-school responsibility is taken

Excellence/ Success Criteria for this Policy

- Pupils (other than those recently arrived) achieve on a level with monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupils feel confident, happy and part of the school community.
- Parents are happy to approach the school.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

Signed:  _____

Chair of the Board of Governors

Reviewed: September 2025

Next Review Date: September 2026