



English as an Additional Language (EAL) Policy

Start Date:

Summer 2025

Date of Next Review:

Summer 2028

Author:

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Responsible Committee:

Education Committee

Ambition · Pride · Success

This policy aims to set out the aims and strategies that staff at Haileybury Turnford school will use to ensure an inclusive learning environment for all students including those with English as an additional language. Through our school curriculum and wider personal development, we aim to support all students to achieve their very best and to provide them with the knowledge and skills to be successful when they leave Haileybury Turnford.

Aims

- All students are to feel safe in our school's learning environment including those who speak English as an additional language.
- Home languages of all students will be valued by staff and students.
- EAL students are able to integrate within the school community and make valuable contributions.
- A whole school approach will be used to promote different home languages and cultures through our curriculum and wider personal and social development programme.
- The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language.
- To be proactive in removing barriers that stand in the way of our EAL students' learning and success.
- To meet our responsibilities to EAL students by ensuring equal access to the National Curriculum and the achievement of their educational potential.

Objectives of the policy

- To assist all EAL students to become fluent English speakers as quickly as possible.
- To assist and support all EAL students in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL students attain levels of achievement appropriate to their intellectual abilities.
- To rigorously monitor, evaluate and review systems to meet EAL students' needs.

Assessment

- EAL students will also be assessed using the Department for Education (DfE) five-point scale, with a final 'best fit' judgement' (see Appendix).
- The EAL Coordinator will continuously monitor and assess English acquisition and provide feedback to teaching staff to support with in class assessment.
- Consideration and sensitivity are given to the appropriateness of testing EAL student at the earlier stages of English acquisition.
- When students are sitting public examinations, access arrangements will be made if this is required.
- Students with an additional language will be provided the opportunity to sit their home language exam if this is a viable option.

Monitoring

- Teachers will monitor the progress of students within lessons using our current assessment framework.
- Feedback will be provided to parents/carers using our termly reporting system and parents' evenings.
- The EAL Coordinator will also monitor the progress by testing the EAL students twice per year using the framework provided by the DfE.
- Teachers will feedback progress updates to our EAL Coordinator where appropriate.
- The school, via the Governors' Education Committee, monitors the appropriateness of the curriculum for EAL students, measuring its impact by considering levels of achievement and engagement, and the quality of education it provides to all EAL students.

Student Induction

- When a new EAL student arrives at Haileybury Turnford they will be met by a member of the senior leadership team who will provide the student with all of the relevant information for a successful induction.
- The student will then be provided with a 'buddy' who will ensure that the new student feels confident and safe on their first day at our school.
- The EAL Coordinator will assess the student as outlined above and information for that student will be provided to all teaching staff so that appropriate in class support can be provided.
- Our SIMS records will be updated by our Data Manager for reporting purposes.
- An electronic device will be provided to the student to help with translation. The teacher is also able to use the device to help remove communication barriers.
- Students will receive additional literacy support with the EAL Coordinator to help improve their English speaking, writing and reading.
- New students will be closely monitored by the relevant pastoral team to ensure an effective transition.

Additional note: Legislation and guidance

- This policy reflects the requirements for inclusion and equality as set out in the Equality Act 2010.

Appendix: DfE EAL learner proficiency

EAL learner (DfE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A)	Step 1	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words Can draw and label diagrams Begin to write simple sentences
	Step 2				
Early Acquisition (Code B)	Step 3	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts. Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
	Step 4				
Developing Competence (Code C)	Step 5	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions. Active listener asking for clarification Follows gist of teacher talk with limited visual support	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
	Step 6				
Competent (Code D)	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
	Step 8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.