



St Christopher's The Hall School

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Person responsible	Head of Learning Enrichment
Last update	December 2024
Frequency of Review	Annual
Date of last review by Governors	December 2024
Date of next review by Governors	December 2025

The term EAL (English as an Additional Language) is used when referring to students where their main language at home is a language other than English. At St Christopher's The Hall, we recognise and value that each student has their own rich and diverse background, which may include another language other than English being predominantly spoken at home.

AIMS

The School aims to ensure suitable provision of teaching and resources for students where English is a second language and to ensure EAL students are able to achieve their full potential.

The School will identify EAL student needs, recognise the skills they bring to school and ensure students have the necessary tools and support in order to access the curriculum.

Our aims are to:

- Assist students in developing their English skills to be able to reading, writing and speaking confidently
- Ensure EAL students can access our full curriculum range on offer via appropriate differentiated instruction and support
- Embrace the cultural and linguistic diversity of our EAL students
- Identify and maximise opportunities for modelling fluent English
- Encourage parent involvement to support EAL student's skills in their English development

TEACHING AND LEARNING

Teachers will show within their planning how they are differentiating for EAL students. This will include:

- Ensuring learning outcomes are suitable
- Identifying key vocabulary to be explicitly taught
- Use visual resources throughout lessons
- Deliberately plan for opportunities where EAL children engage in speaking and listening activities in English with peers and adults
- Carefully monitor and assess student progress

STRATEGIES IN THE CLASSROOM

Students will be supported in class by the teacher and teaching assistant, either in individual or small groups, as appropriate. For older children or for students with minimal English, withdrawal support may take place for a set period of time to provide specific language skills.

Teaching staff will use the following support strategies to ensure full curriculum access:

- Visual aids will be used to support learning and vocabulary acquisition
- Careful seating within the classroom will be considered

- Differentiate texts so that they are accessible to suit levels of learning
- Build in extra thinking time for EAL students when asking questions
- Provide sentences starters as a model for spoken language
- Provide writing frames as a model for written language
- Communicate the curriculum to the parents so that they can help to do some pre learning with their child (eg sending home a book/resources that are going to be used in class)
- Send home a list of key words for each topic so that the parent can translate the vocabulary for their child
- Use ICT, dictionaries, translators, readers and scribes as appropriate

PLANNING, MONITORING AND EVALUATING

Teachers of EAL students will actively plan and differentiate activities as required to support students within the classroom.

Student progress will be monitored and evaluated using Bell Foundation EAL Framework, across Speaking, Listening, Reading, and Writing.

SPECIAL EDUCATIONAL NEEDS AND MORE ABLE AND TALENTED STUDENTS

The School recognises that most EAL students needing support do not have Special Educational Needs and Disabilities. However, should SEN be identified, EAL students will have full access to SEN provisions. Equally, if EAL students are identified as more able or talented, they will have the same opportunities afforded to them as any other identified student within the school.

ASSESSMENT AND RECORD KEEPING

As needed, the Head of Learning Enrichment will update the EAL record. Any new student will be added if they have been identified as needing to acquire English language skills. Teachers will monitor students and refer to the Head of Learning Enrichment for further support as appropriate.