



**St Peter's**  
Collegiate Academy

# English as an Additional Language (EAL) Policy

Owner:	EAL Coordinators
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Numquam Frustra



*'Life in all its fullness'*

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## Statement of intent

St Peter's Collegiate Academy is an inclusive, respectful and caring Academy that welcomes young people from all backgrounds, faiths and cultures. We are committed to offering a safe, nurturing environment that allows all our students to develop academically through a diverse and flexible curriculum.

St Peter's celebrates diversity and multilingualism, and views EAL as a strength, encouraging pupils to use their language skills and knowledge at every opportunity. Our Academy ensures that all our students, including those who speak English as an Additional Language, enjoy equal opportunities to access the curriculum through appropriate learning support and challenge.

The aim of this policy is to ensure the consistency of our whole-academy approach towards the education of our EAL pupils and to provide information about EAL pedagogy.

This policy should inform the practice of all staff working within the Academy.

This policy has been established to ensure all pupils with EAL at the Academy are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the Academy.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

# 1. Key principles of second language acquisition

1.1. The Academy uses the definition provided by the Department for Education to determine which pupils are learning English as an Additional Language:

*'A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration. In spring 2018, there were 8.1 million pupils in state-funded schools in England. Of these, 1.6 million (19%)<sup>1</sup> were recorded as having English as an additional language.'*

(English proficiency of pupils with English as an additional language DfE 2020)

1.1.1. This definition describes a wide range of learners with different language abilities and from different educational backgrounds. It is important, therefore, to distinguish between:

- Beginner learners – New arrivals, who have been in the UK for 1-2 years and are at an early stage of learning English.
- Intermediate learners – EAL learners who have been learning English for 2-5 years.
- Advanced learners – Advanced bilinguals, who might have been born in the UK and have received all or most of their education in English.

1.1.2. Students learning English as an Additional Language would be expected to become competent in conversational English in 1-2 years. It would require an additional 5-7 years to become proficient in academic English.

1.1.3. Beginner learners of English are expected to sometimes go through a 'silent period', during which the student is silently observing and taking in the language used by others. This period could last up to two terms. Teachers should be supportive, allow students time to adjust, and try to include them in the lesson in a nurturing and encouraging way.

1.2. A lot of factors affect children's second language acquisition. Some of these include:

- Students' previous education
- Their country of origin
- Their first language
- Their literacy level in their first language and their proficiency in English
- The age at which they start school in the UK
- Their reason for moving (e.g. immigrants/refugees/asylum seekers)
- Their family situation, including their parents' education
- Their social integration

1.2.1. Teachers need to be aware of the impact these factors might have on a child's language development and adapt their teaching and expectations accordingly.

1.3. The use of first/home languages is valued and should be encouraged within the context of the Academy and the community. There are numerous advantages to bilingualism, including:

- An enhanced working memory
- Being better at multitasking
- Being more open-minded and sensitive to others
- Enhanced listening abilities
- Better concentration skills
- More job opportunities

## 2. EAL teaching and learning

2.1. All teachers working at the Academy are responsible for making the curriculum accessible to all students. Every teacher must *'adapt teaching to respond to the strengths and needs of all pupils'*. They must *'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'* (Teachers' Standards, DfE, 2021, Standard 5).

2.1.1. Our Academy implements a whole-Academy approach that comprises of a range of teaching and learning strategies, multilingual resources, and actions that embrace the multicultural identity of the Academy population.

2.1.2. Teachers and teaching assistants are responsible for differentiating materials, tasks and objectives for EAL students in order to help them develop their English language skills and to enable them to make progress in their subject. The EAL Coordinators are responsible for systematically liaising with teaching and support staff to ensure quality teaching and learning for EAL students. Teachers are encouraged to plan collaboratively and to focus on both language and subject content in lesson planning.

2.1.3. International New Arrivals (INAs)

2.1.4. New arrivals who are beginner learners of English receive targeted interventions to support their English language development. This is implemented by the EAL teachers in the form of withdrawal lessons that are time-limited and designed to address the learners' specific language needs. In addition, newly arrived students are also provided with specific English support that aims at providing them with 'survival English' and familiarising them with the educational system, academy routines and expectations.

2.1.5. All newly arrived EAL students are integrated into mainstream lessons as soon as possible. Students are assigned one or two 'buddies' to help them around the Academy. It is not necessary for the peer buddies to speak the same language as the new arrival. Students who act as buddies should be able to provide good models of English language and behaviour.

2.1.6. It is our policy to place new arrivals in group sets based on *'cognitive and academic potential'*, rather than current ability. This is prescribed by Ofsted as *'Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning models'* (Ofsted Briefing for Inspectors, April 2014).

2.1.7. Teachers should employ a variety of strategies to support EAL students in accessing the mainstream curriculum. For example:

- Provide a list of keywords the student will require to access the lesson – the student can translate or find a simple definition of the keywords
- Model the language structures needed to participate in the lesson and provide additional examples/practice if necessary (e.g. comparatives/modal verbs/expressing opinion etc.)
- Use visual aids (pictures, photographs, real objects, videos)
- Scaffold tasks by providing writing frames/examples/models
- Use gestures, facial expressions, tone of voice to explain and highlight what they are saying
- Provide the student with a dictionary/lpad to translate
- Seat the student with supportive peers that can provide good language and learning models
- Give plenty of opportunities for 'exploratory talk' through pair/group tasks
- Individually check the student's understanding
- Include the learner in every lesson by asking targeted questions

- Differentiate texts by providing a simplified version, or a glossary with translated terms
- Allow the use of the student's first language for note-taking/planning/research
- Reinforce the association between spoken and written language by writing instructions/keywords/notes on the board
- Repeat and summarise key points after lengthy talks/discussions
- Provide concrete examples before trying to teach abstract ideas
- Use subtitles when showing videos – if those are not available, provide the student with a transcript or summary of the video
- Differentiate tasks so that even beginner learners can experience success
- Adapt learning outcomes to reflect the student's ability in a subject
- Include the student in your lesson by making references to or asking them about subject content in their language (e.g. 'What is the currency in your country?', 'How do you say "magnet" in your language?')
- Give the student the teaching materials (PowerPoint/worksheets/texts) for the next lesson so they can familiarise themselves with the language in advance – this could be done as homework
- Explicitly explain idiomatic language and cultural, historical or social references that the student might not be familiar with
- Build rapport with students by trying to learn a few words in their language to make them feel welcome and appreciated

## 2.2. Advanced Bilingual Learners (ABLs)

2.2.1. Despite their apparent oral fluency, which often renders them indistinguishable from their monolingual English peers, advanced bilingual learners sometimes lack the ability to express the same English proficiency in their academic writing. Common issues include: grammatical errors, use of simple sentences and vocabulary, difficulty in writing in different registers and genres, finding and using ideas in their writing.

2.2.2. Teachers should explicitly teach key features of English that students have not mastered yet and focus on improving accuracy and linguistic diversity. Some suggested strategies:

- Pair students with supportive peers who can be excellent models of language
- Encourage the use of subject-specific vocabulary
- Discuss and clarify the use of idioms/figurative language
- Provide opportunities to practise using complex constructions, e.g. passive voice, conditionals, complex tenses, reported speech
- Discuss cultural references met in reading texts
- Provide plenty of 'talk for writing' activities (presentations/debates/interviews)
- Provide writing frames/substitution tables to scaffold the use of academic language
- Encourage the use of a dictionary & thesaurus
- Model the vocabulary and language structures required to succeed in exams
- Set tasks that require students to draw upon, reshape and develop the content and language of a text/talk
- Correct weaknesses in grammar, sentence construction and vocabulary, and challenge students to upgrade their language use for different purposes
- Train students to interpret precisely the requirements of a written task/exam question
- Help increase vocabulary by introducing a 'word of the day' and rewarding appropriate use by students
- Train students to use an error correction code and self-correct their written work

### 3. Planning, monitoring and evaluation

3.1. Teachers' planning should be informed by the following key principles that underpin good practice for pupils learning English as an Additional Language, suggested by NALDIC:

1. Activate students' prior knowledge by building on what they already know.
2. Provide EAL learners with a rich contextual background in order to make input comprehensible; for example, use visual aids and progress from concrete to abstract knowledge.
3. Actively encourage comprehensible output, by asking students to express learned content in spoken or written language.
4. Draw the learners' attention to the relationship between form and function; i.e. point out key grammatical elements and teach correct forms explicitly.
5. Develop learner independence.

3.2. The progress of EAL students in individual subjects is monitored by their respective teachers and Heads of Department. The EAL Coordinators monitor the progress of all EAL students with particular focus on Ethnic Minority Groups and International New Arrivals. Students' progress in English is tracked using the assessment platform EAL Star (Graded A-E), which is aligned to the English Proficiency Levels provided by the DfE (Appendix 1). Students are expected to progress one English Proficiency Level per year. In accordance, expected grades for curriculum subjects should be revised as the learner's proficiency in English develops.

### 4. Assessment and data

#### 4.1. Initial Assessment

4.1.1. All new EAL students are assessed after their admission interview. The assessment comprises of:

- Cognitive Ability Testing (CATs) – if level of English is deemed sufficient
- Initial EAL assessment in Reading and/or Writing – using EAL Star platform

4.1.2. Test results in conjunction with additional information about the student's previous education, curriculum knowledge, aptitudes and interests are then used to determine the amount and type of support the student might require to access the curriculum.

4.1.3. Using the English Proficiency Levels, the EAL Coordinators assess the language proficiency of INAs and suggest appropriate strategies to teaching and support staff.

4.1.4. All new Year 7 students who have been identified as speaking English as an Additional Language are screened at the beginning of the academic year in order to ensure that their language needs and abilities are taken into account by their teachers, and that language support is provided if necessary. Their EAL banding is displayed as a tile on Class Charts.

#### 4.2. English Language Proficiency

4.2.1. The EAL Coordinators are responsible for updating the English Proficiency Levels for all EAL students at least once per academic year. Assessment may take the form of formal testing or lesson observations. The EAL Coordinators may ask other teachers to provide feedback on their students' language proficiency.

#### 4.3. First Language Assessment

4.3.1. Students who are literate in their first language, are assessed in their writing during their initial assessment. This is used to compare their writing ability in English to that in their first language. Where bilingual staff are available, other types of assessment may be added.

#### 4.4. Qualifications

4.4.1. Where feasible, EAL students are encouraged to take a GCSE qualification in their first language. The EAL Coordinators support the students sitting the examination by providing information, practice papers and guidance, and works with the Exams Officer to ensure the smooth running of the exams.

4.4.2. EAL students who are not ready to take GCSE exams by the end of Year 11 might be directed to alternative courses and entered for alternative qualifications. As far as possible, the Academy will support each student to ensure that they gain meaningful and useful qualifications that will allow them to succeed and progress on to the next stage of their education.

#### 4.5. Appropriacy of testing

4.5.1. Any assessment should aim at identifying the student's current ability as well as highlighting gaps in knowledge that teachers should address.

4.5.2. Tests should be designed appropriately and take into account the student's current English language proficiency in order to allow EAL students to show their ability in a subject despite the language barrier. Students could be provided with differentiated questions or tasks, dictionaries/lpads, writing/speaking frames, practice/additional time to ensure that the assessment is a fair and reliable measure of their subject knowledge and ability.

### 5. Resources

5.1. EAL students are supported by the EAL Coordinators, who are responsible for the EAL provision across the Academy. Teaching assistants and other bilingual staff will work with EAL students to offer additional support.

5.2. Students have access to:

- Bilingual and monolingual dictionaries
- Picture dictionaries
- Thesauruses
- Ipads and PCs
- Literacy software (Flash Academy, Accelerated Reader, Lexia)
- Numeracy software
- English Graded Readers
- Revision guides

5.3. Apart from EAL interventions, additional social support is offered through a lunchtime club.

### 6. Inclusion

6.1. The Academy utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the Academy, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge.
- Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire academy community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued and classrooms will be socially inclusive.

- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the Academy encourages wider integration to promote inclusion and to improve pupils' understanding of English.

## **7. Special Educational Needs**

7.1. Learning English as an Additional Language is not in itself a Special Educational Need. Students with EAL might also have an SEN, such as visual/hearing impairment, Specific Learning Difficulty, Social, Emotional and Mental Health needs, etc.

7.2. EAL students are expected to make progress equivalent to that of their non-EAL peers. Where there is strong indication by lack of progress that an EAL student has an SEN, a referral is made to the SENDCo in order for the student to be appropriately assessed and for relevant strategies to be put in place. Where an EAL student is identified with an SEN, they are included in the SEN register and the SEN Code of Practice is followed through.

7.3. EAL students going through a 'silent period' should not be misconstrued as having an SEN. This is a normal stage in second language acquisition and might last up to six months. Encouraging students to join groups of friendly and supportive English speakers will speed up the development of their spoken English.

## **8. Most Able and Talented**

8.1. EAL students can also be Most Able & Talented. Identification for INAs can be made through records from previous schools and information provided by parents and students about previous achievements. CATs can also indicate the potential of EAL students in measuring their non-verbal, quantitative and spatial ability. EAL students have equal access to the Academy's provision for Most Able and Talented students.

8.2. The following behaviours could be signs of high potential in new EAL arrivals:

- Fast rate of progress
- High level of motivation
- Rapid acquisition of English (evidenced by oral/written work)
- Good memory
- Sustained initiative, e.g. use of dictionary
- Being well organised
- Monitoring own learning
- Asking questions
- Being keen to do homework and asking for help
- Readily applying previous learning
- Problem-solving ability
- Very good concentration
- Being demanding and anxious, wanting to learn too fast
- Being curious and observant
- Highly developed interpersonal skills
- Being prepared to do extra-curricular activities or commit to hobbies

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

- 9.1. The Academy welcomes parents of EAL students and encourages them to be actively involved in their children's learning.
- 9.2. Parents are invited to attend admissions meetings, parents' evenings and review meetings to discuss their children's progress with the EAL Coordinators and other staff.
- 9.3. The Academy is aware that not all parents are fluent in English and, where requested, the Academy will arrange for an interpreter to be present during meetings. Similarly, written correspondence will be translated to ensure effective communication between the Academy and parents.

## **10. Key responsibilities and staff development**

- 10.1. The role of the EAL Coordinator is to develop, implement and monitor an inclusive provision for students with EAL to ensure those students are well supported and have equal access to the curriculum. Key responsibilities include:
  - Facilitating the admission and induction of International New Arrivals into the Academy
  - Identifying children requiring EAL support on entry into the Academy by conducting individual assessments
  - Developing and delivering appropriate interventions to support language development for children with EAL
  - Liaising with parents/carers to develop informed strategies to meet children's learning needs
  - Providing support, individual and group interventions for identified children
  - Liaising with the SENDCo where lack of progress suggests SEN
  - Organising and managing the entry of students for Heritage Language GCSEs and monitoring the examination procedure
  - Planning and teaching collaboratively with other teachers to develop expertise in meeting the language and learning needs of bilingual children
  - Working with colleagues to develop appropriate resources
  - Monitoring the progress and attainment of children with EAL
  - Organising the collection of EAL data
  - Developing appropriate strategies to support EAL students and sharing those with other teaching staff
  - Providing guidance and training for NQTs, TAs and new staff to support children with EAL
  - Organising and delivering appropriate training to staff to reinforce awareness of EAL matters and confidence in teaching EAL students
  - Ensuring that EAL students have access to appropriate resources
  - Facilitating sixth form students in completing an TEFL certification and provide support to EAL learners.
  - Encouraging the celebration of cultural diversity in the school

## **11. Policy review**

- 11.1. This policy was reviewed by the EAL Coordinators and ratified by the Local Governing Body in March 2026
- 11.2. The scheduled review date for this policy is February 2027

## Appendix 1- DfE Proficiency in English scales

<b>A</b>	<b>New to English</b>	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
<b>B</b>	<b>Early Acquisition</b>	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
<b>C</b>	<b>Developing Competence</b>	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. May be able to follow abstract concepts and more complex written English. Literacy will require ongoing support, particularly for understanding text and writing. Requires ongoing EAL support to access the curriculum fully.
<b>D</b>	<b>Competent</b>	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
<b>E</b>	<b>Fluent</b>	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.