Chesterton Community College

English as an Additional Language Policy (EAL)

September 2026

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In consultation with	EAL Co-ordinator- Rosaria Maffei

Chesterton Community College

EAL Policy

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Document Control

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EAL Policy -Chesterton Community College

1. Introduction

a. The term EAL (English as an Additional Language) is used to refer to students whose main language at home is **not** English.
EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out the aims, objectives, strategies and responsibilities with regard to the needs and skills of EAL students at Chesterton Community College.

2. Aims

a. To celebrate diversity by welcoming and valuing the cultural, linguistic and educational experiences that students with EAL bring to our school.
b. To ensure that EAL students are supported in accessing the curriculum.
c. To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

3. Objectives

a. To be able to assess the skills and needs of students with EAL and to provide for their needs.
b. To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
c. To monitor students' progress systematically and use data to inform classroom management, curriculum planning and the setting of targets.
d. To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4. Parents and Community

At Chesterton Community College we strongly believe that children and young people learn best when they feel secure and valued.

We will strive to encourage parental and community involvement by:

a. Providing a welcoming induction process with Heads of Houses and the EAL Coordinator for newly arrived students and their families/carers.

b. Using plain English, translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
c. Identifying linguistic, cultural and religious background of students and establishing partnership with family/carers.
d. Celebrating and acknowledging the achievements of EAL students.
e. Encouraging and facilitating the participation of the EAL students and their families in the extracurricular opportunities and whole school events offered in our college.

5. Identifying & Processes

a) We refer to EAL students who have been educated for less than four years in English, as **New Arrival EAL Students**.

b) These students will be initially given a level 7 default as potential (or above if their SATs suggest their potential is higher than 7). This arrangement gives our New Arrival EAL students time to settle and improve their language skills in order to demonstrate their real potential (which will be reviewed by the EAL Coordinator and the Subject Teachers when the students have settled and their language skills have improved).

c) During the first four years these students are being educated in English, they will get 25% extra- time and use of dictionary (hard copy or electronic) for all internal assessments excluding their mocks and external exams.

d) We refer to EAL students whose first language is not English, and who have been educated in English for more than four years as **Advanced EAL Students**.

e) The level of proficiency in English is **not** related to the definitions above.

f) Our EAL support provision is based on an accurate assessment of students' prior knowledge and experience as well as language skills. This assessment is carried out by the EAL Coordinator when the EAL students have been educated in English for less than four years.

g) Following the EAL assessment a grade A to E (2018 Census EAL scale) is allocated to the student and entered on the school system to be shared with teaching staff.

h) The language skills are reassessed each following year until the student reaches the E or leaves the college to monitor progress and tailor teaching accordingly.

i) Students learning EAL are taught in the mainstream class alongside their peers. Newly arrived students who cannot access the curriculum because of the language barrier are given withdrawal specialist EAL support to acquire the level of English needed to access the curriculum, strategies to learn in a language that is not their first language, and (when appropriate) classes of EAL specialistic techniques of self-study and directed independent

learning of advanced grammar and sophisticate vocabulary, so that students can achieve their full academic potential. These classes are tailored to the student's language needs and abilities in order to overcome the language barriers that sometimes may affect the academic performance of very able and English literate EAL students who have not been educated in English for more than four years.

j) Where appropriate the EAL Coordinator will allocate withdrawal EAL support for a set period of time to address specific language focus to EAL KS3 students and offer the option of EAL classes to KS4 EAL students New Arrival (educated for less than four years in English) suitable for this course.

6. All school Strategies

There will be a positive and effective language ethos:

a. There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
b. The language development of all students is the responsibility of all teachers and teaching support staff.
c. There will be liaison between the mainstream subject teachers and the EAL Coordinator to discuss language development within the structure of the lesson and strategies/resources to ensure curriculum access (e.g., additional visual support, the use of speaking and writing frames, keywords lists, texts, additional verbal support-repetition, alternative phrasing, opportunity for role play and drama, etc).
d. Diversity will be valued, and classrooms will be socially and intellectually inclusive.

e. Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and student grouping.

7. Teaching and Learning Responsibilities

a. Classroom teachers have responsibility for ensuring that all students can participate in lessons by taking always into account the needs of the EAL learners who attend their lessons.

In order to ensure that we meet the needs of EAL students

8. Subject Teachers:

a. Provide EAL adapted work for EAL students in their lessons

b. Employ a range of strategies within each lesson to reinforce understanding and meaning to develop language in context.
c. Attend EAL CPD sessions run by the EAL Coordinator and use the EAL techniques and guidelines they have been trained on, in all their lessons where there is need of EAL Adaptive Teaching (for instance when they have a student with an EAL grade A, B or C)
d. Have high expectations, expect students to participate in all classroom activities/tasks
e. Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks
f. Recognise that some EAL students need more time to process answers and to complete extended work
g. Allow students to use their mother tongue, translator, extra time to explore concepts when appropriate.
h. Give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use.
i. Group students so that EAL students hear good models of English
j. Use collaborative learning techniques
k. Give accurate and explicitly explained feedback for both formative and summative assessments
l. Are knowledgeable about students' abilities and needs in English and in their subjects and use this knowledge effectively in curriculum planning, classroom teaching, planning of enrichment activities and school trips, use of resources and student grouping to ensure that EAL students can access the lesson and activity and meet learning aims.

9. Admissions Officer

a. Obtains, collates and distributes administrative information on new students with EAL language(s) spoken at home and informs Head of Houses and EAL Coordinator of New International Arrival

10. Heads of House

a. Run their regular Admission Meetings with EAL students and their parents/carers in liaison with EAL Coordinator

11. Head Teacher

Ensures that:

a. Parents and staff are aware of the school's EAL Policy
b. Staff attends CPD EAL Training run by the EAL Coordinator
c. The effectiveness of the teaching of students with EAL is monitored and assessed regularly.

12. EAL Coordinator

a. Assesses New arrival EAL Students level of proficiency in language skills and in previous knowledge and shares all relevant information with the student's teachers
b. Runs the International Induction Meeting for all new EAL Arrivals students and their parents/carers and shares all relevant information with the relevant staff
c. Provides withdrawal specialist EAL language intervention for EAL students to acquire the level of English needed to access the curriculum and to improve their academic English in order to achieve their full academic potential.
d. Where appropriate, offers the Academic EAL Option course to KS4 EAL Students New Arrivals who will benefit from it.
e. Provides guidance and regular EAL CPD to teaching and support staff
f. Monitors teaching and learning of students with EAL
g. Reports to the Head Teacher the progress of EAL students
h. Monitors progress and identifies learning difficulties that may be masked by EAL and liaises with SENCO.
i. Supports the EAL students both academically and pastorally working in partnership with parents/ carers, Heads of Houses, teaching and support staff, and external agencies where appropriate.
j. Acts as coach and suggests EAL strategies to teachers in how best teach and support each EAL student with Adaptive Teaching techniques tailored to the specific student to ensure that all students can access the lesson and meet the learning aims.
k. Carries out a reassessment of the English level of students each year and this data is tracked and monitored to ensure that all students are making good progress.
l. Compiles and keeps up to date the EAL School Register and EAL useful information on the EAL Channel on the All-Staff Teams

13. Monitoring and Review

a. This policy document will be monitored and reviewed by the Head Teacher and the EAL Coordinator