



Multilingualism Policy

Supporting English as an Additional Language
(EAL)

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MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A PASSION FOR LIFELONG LEARNING
EXPLORING LIFE IN ALL ITS FULLNESS
WITH HOPE AND ASPIRATION
THROUGH A WORLD CLASS EDUCATION

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you,
declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

Sneinton St Stephen's Church of England Primary School

Multilingualism – Supporting English as an Additional Language (EAL) Policy

1. Introduction

At Sneinton St. Stephen's C of E Primary School, we are exceptionally proud of our pupils and value their abilities and achievements. We are confident that we provide a vibrant and stimulating learning environment that meets the needs of all our pupils. We want all our pupils to experience success in everything that they do, the school is fully committed to providing each pupil with the best possible learning environment for them to maximise their full potential.

2. Purpose

The purpose of this policy is to outline Sneinton C of E Primary's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

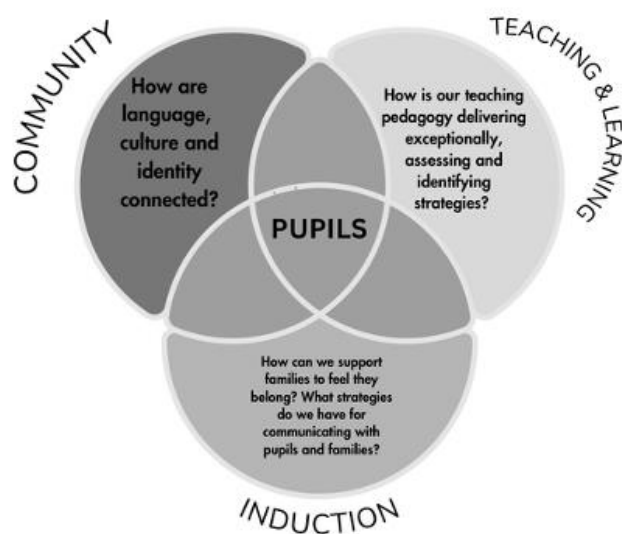
This policy applies to all pupils, including those in the early years.

2. Who is this EAL policy for?

This policy should be referred to by all teaching, support and administrative staff who have contact with pupils and/or parents in the school. It informs strategic decision making by the senior leadership team, as well as day to day teaching and learning and interactions with parents and pupils of the school.

The aim of the policy is to ensure that bilingual and multilingual learners are provided with teaching and learning opportunities that enable them to make the best possible progress, within an accepting, inclusive and welcoming environment.

Multilingualism Approach



TRANSFORM TRUST INCLUSION & DEIB FRAMEWORK

MULTILINGUAL AND INCLUSIVE ETHOS AND APPROACH

INDUCTION & NEW ARRIVALS COMMUNITY, ENRICHMENT & ENVIRONMENT TEACHING, LEARNING & ASSESSMENT



Reading for Pleasure



Digital Transformation



Pupil Leadership



Serving the Community

Research-based approach

Multilingualism policy

NEW ARRIVALS reference document

BELL FOUNDATION Assessment and resources

Induction / New Arrivals EYF5 KS1/KS2

Teaching and learning -Assessment -LSA expertise

Oracy

Dual coding

Writing

Vocabulary progression - explicit teaching

Maths language



PARENT, PUPIL AND TEACHER FEEDBACK



Diagram: Sneinton Multilingual Approach

At Sneinton St. Stephen's, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment as well as supporting parents. We seek to ensure that all pupils are enabled to have access to a broad, balanced, and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. We aim to create an ethos throughout school of understanding the diverse needs of EAL learners and the different strategies to support both parents and learners.

- We consider a child's home language to be a core element of their cultural identity.
- We aim to celebrate the range of languages spoken in the school and encourage continuing development in children's home languages alongside their acquisition of the English language.
- We aim to support our bilingual and multilingual children to make rapid progress in their English language development through a focus on the teaching of core vocabulary in each subject, so that they can access learning in all areas of the curriculum.
- We are committed to ensuring that accurate assessment ensures that pupils are provided with learning tasks that meet both their cognitive and English language needs.
- We have an inclusive approach to learning and prioritise Quality First Teaching as the most effective way to enable EAL pupils to make the necessary progress required to diminish attainment differences with non-EAL pupils.
- Additional interventions will only be used in cases where it is determined that a child requires additional, not alternative, support to help them make the expected progress.

4. School context

Our pupils come from diverse backgrounds with a wide range of language skills. Sneinton serves a multilingual community of 28 languages with the breakdown being:

We are part of the Nottingham City Local Authority, a faith school with 248 children on roll and currently oversubscribed in every year group. We have a 92% stability which means a high rate of continuity for a huge amount of our children. We are really lucky to have a diverse community with 44% of pupils speaking or being exposed to another language at home – there are 28 languages spoken across the school community – that we currently know of but we are continuously doing work with our parent community to ensure this information is specific. And 32% of our school is meeting the pupil premium threshold with national averaging at 25%. Our most widely spoken languages include; Arabic, Polish, Urdu, Tamil, Tigrinya and we have speakers of Yoruba, Igbo and Shona.

In 2025-2026 Year 42% of our children speak or are exposed to another language at home compared to 23% nationally.

In our latest Year 6 cohort our EAL children outperformed non-EAL in writing and maths at expected. Only one EAL child did not meet expected in Reading and this pupil joined the school in Y5. EAL pupils significantly outperformed non-EAL at Greater depth in all 3 areas. This means that EAL pupils outperformed others in combined at expected and greater depth.

This isn't reflective of the wider school picture, where there is a small attainment gap. We are aiming to close this gap across school. However, EAL pupils across the school still outperform all pupils against national average expectations.

5. Our aims

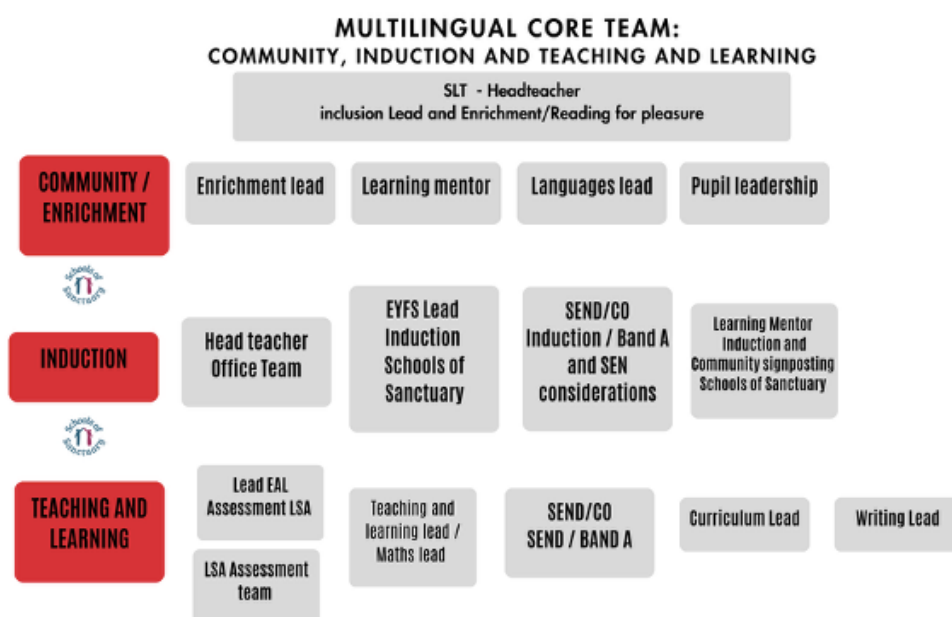


Diagram: Sneinton Multilingual Core Team

As a school we aim to:

- Provide an inclusive curriculum with quality first teaching.
- Provide a welcoming multilingual environment in which pupils will learn most effectively with a clear admission and induction procedure for parents/carers and children.
- Provide support to pupils with English Acquisition needs.
- Plan and teach lessons using learning styles most appropriate for EAL learners.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Monitor pupils progress regularly against the English Acquisition Assessment levels
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving. Band A children will have individual targets that will be added to our data system Insight.
- Celebrate pupil's achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achieve.

6. Definition of EAL

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Sneinton at least 28 languages are spoken (officially on school entry forms – this does not account for home languages spoke that have not been shared through an official capacity) and we aim to cater for all these pupils to whom English is an additional learning need. We also use the terms multilingual, bilingual and translanguaging.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to explicitly improve their fluency in speaking, reading, writing and understanding English.

EAL pupils may be: -Newly arrived from a foreign country and school; -Newly arrived from a foreign country, but an English speaking school; -Born abroad, but moved to the UK at some point before starting school; or -Born in the UK, but in a family where the main language is not English.

5.4 EAL pupils will need varying levels of provision.

7. Definitions of an EAL Learner

Definition of English as an Additional Language taken from the Department for Education, 2019.

The term “EAL” is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been ‘exposed to a language at home that is known or believed to be other than English’ (Department for Education, 2019).

Sneinton St. Stephen’s Primary School’s definition of English as an Additional Language as those pupils where; *“First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.*

Bilingual Learner: “ Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

Advanced Bilingual Learner: - “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background.” DCFS 2009.

8. Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

We are currently outlining a procedure / induction for assessment and support to be in place for our International New Arrivals, and for those who speak English at an ‘early acquisition’ level, to support their access to the curriculum in class. We use the Bell Foundation assessment bands and support teachers with the Bell Foundation teaching strategies document.

9. Pupil Premium and EAL

32% of our pupils are pupil premium pupils, 25% of our EAL learners are pupil premium. Pupil Premium funding is deployed based on analysis of barriers to learning for disadvantaged learners and is not spent on a pupil by pupil basis.

Research has shown that the most effective way to raise attainment is through quality first teaching. A significant proportion of Pupil Premium Funding is therefore focused on staff CPD. It is our view that teaching strategies which support learners with EAL to access the curriculum in fact benefit all learners.

10. Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. At Sneinton C of E Primary School, we have adopted a graduated response to meeting the needs of learners with EAL to ensure we are regularly reviewing the support in place for those acquiring English as an additional language.

The support provided consists of a four part process. See Appendix 2 for a breakdown of the graduated response to meeting the needs of our bilingual and multilingual learners:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the acquisition of the language progresses. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

10. Monitoring and Assessment

We are currently using the Bell Foundation EAL assessment framework for the whole school. Termly assessments are made for EAL children. We have a central EAL register for every year group which identifies which English Acquisition Band a child is working at. This data is analysed to spot patterns across school and identify where interventions and support may be required. All staff have access to this register. Assessment information is also added to Insight, our school data platform.

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form;
- Information from interviews with parents/carers;
- Information from initial assessment papers;
- Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL designated teacher, parents/carers and the pupil. In assessment of EAL pupils, competence in English is categorised on a five-point scale. The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register.

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

Definitions of each band can be found in appendix 1.

EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language informed by quality first teaching. We will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to receive focused support.

Parents will have the opportunity to engage with the school, other parents and agencies in their home language through community outreach activities. These include sharing information about how English and the curriculum is taught as well as opportunities for parents to become more engaged with the life of the school.

11. Monitoring and Recording

EAL leads: this role is fulfilled by a designated member of staff S Austerfield. We have a core EAL team which leads to a collaborative approach

Class teacher - It is the responsibility of the class teacher to maintain up to date records of EAL pupils in their class whilst they are in their care.

The EAL coordinator will liaise with the headteacher, learning support mentor, teaching and learning lead, SENDCO, class teachers and LSAs.

Register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL leads.

12. Special Educational Needs and Differentiation

At Sneinton St. Stephen's Primary School we are very clear that SEN and EAL are not the same. If a child with EAL is making slower than expected progress we first consider the following factors:

Language proficiency

The child may be learning slowly due to limited experience in English. They may not have established sufficient proficiency in any language yet or, they may not be learning because their level of BICs has misled the teacher into setting tasks that are too abstract for the child's language level. We understand there can be a 'silent period' for some new arrivals and new to English.

Trauma informed training awareness amongst staff

These could be hindering learning both in and out of school. Examples are that the child may be experiencing racism either at home or at school or they may be stressed or traumatised. The family may be under a lot of stress, may have moved frequently or there may be conflicting demands in the home. It may be that the environment in the school is not inclusive and understanding.

Access to the curriculum

There may be barriers created by the school that mean the child is not able to access the curriculum effectively. For example, the child may be discouraged from using his/her first language, there may be few visuals or gestures or the child may have been placed in an inappropriate set.

It is important to work through the list of possible hypotheses for the child's perceived learning difficulties and to keep a thorough record, including recording where information is not known.

Once other reasons for slow progress have been investigated, further assessments are used to identify specific learning needs for pupils with EAL.

- Speech and Language Link (where possible carried out with the support of a translator to assess proficiency in the child's home language)
- Non-verbal ability tests
- Lucid Rapid dyslexia screening tool
- Fine motor control handwriting assessment
- Physical literacy assessment
- Maths assessment

EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and, in such cases, pupils will have equal access to school SEN provision, in addition to EAL support.

EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

13. Partnership with Parents

Sneinton St. Stephen's C of E Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with EAL to achieve their potential. The school recognises that parents have a unique overview of their child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers. We do so by:

Parents are welcomed to the school during their child's initial induction meeting. They have a tour of the school (supported by a translator where possible) and are provided with key documents which explain the school's expectations (for example, of attendance, uniform and behaviour) and daily school routines and organisation.

These documents are supported by visuals as we understand that many parents may speak little, or no English. We are planning to create a translatable induction document.

The school uses a variety of methods to maintain ongoing communication with parents including:

- The translation of letters home
- Text messaging
- A parent translator contact list with a translation agreement for supporting parents.
- There are also a variety of options for parents to become involved through coffee mornings which are advertised in different languages, our allotment sessions, cooking and photography led by our Community Allotment Lead Kathryn Cooper and in partnership with West Nottinghamshire College. We have completed the induction stage for free English classes for parents, to be hosted at Sneinton C of E.
- There are numerous opportunities each year for parents to become involved in the life of the school which include:
 - Workshops delivered by teachers to explain aspects of teaching e.g. Phonics workshops/reading mornings.
 - Pupil performances
 - Curriculum open days and end of topic exhibitions.

Translating and Confidentiality

At Sneinton St. Stephen's C of E Primary school, we never use children or parents to support with the translation of any information that may be sensitive and/or confidential. We advise siblings should not be used for translating in parent evening meetings or meetings that discuss sensitive information. Please refer to our Translation Guidance and Principles document.

14. EAL Role and responsibilities

EAL Lead and EAL LSA lead

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- disseminate information and key messages effectively
- represent and promote the needs of EAL pupils
- Work with the Lead LSA for EAL assessment to ensure records are kept accurately and to discuss key teaching interventions and strategies.
- advise teachers about the development of EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- keep up to date regarding EAL 'Good Practice'
- develop and maintain assessment procedures
- audit resources
- prepare and update EAL action plan
- take part in monitoring of teaching, planning and books.

15. Teachers

Teachers are responsible for the attainment and progress of pupils with EAL in their class. They should raise any concerns over pupil progress with the SENDCo and EAL Lead.

Teachers are responsible for adapting the curriculum and providing resources to enable children with EAL to access learning.

16. Resources

Sneinton is developing its EAL provision through:

- The induction process – initial meetings / preparation for New Arrivals / First weeks
- 5 words a day book/welcome pack
- Induction reference document for staff
- Bell Foundation Assessment Resource Case Study for Band A-E
- Classroom practise and pedagogy
- Training for a core EAL team – regular meetings.

17. Dual Language Resources

The school library is equipped with dual language books in a number of the school's community languages. EYFS are part of the Dual-Language Bookstart programme.

18. Visual Support

Communication In Print is used to make visual resources which enable pupils with limited English proficiency to access the curriculum, as well as to navigate day to day school life (for example choosing which lunch they would like during morning registration).

All classes have a visual timetable, and language focus classes also use visuals to support classroom organisation.

19. Peer Support

Where possible, new pupils with EAL are buddied with another child who shares their home language. We have a Belonging and Inclusion group who have identified aims for older pupils giving school tours in home languages this is part of our aims for developing induction in upcoming months.

The EAL Lead is responsible for ensuring pupils are given appropriate support in and outside the classroom environment and monitors the progress of this support.

Please refer to our Induction Document and EAL Assessment Framework Case Study Reference Document. We also have translation guidance.

20. Admissions

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010.

21. Inclusion

This policy builds on our school's Inclusive ethos and approach, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our EAL policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with EAL.

22. Staffing

Sneinton St. Stephen's C of E has a whole classroom teaching approach where possible for all children to access the curriculum. However, where required different strategies are implemented:

- Staff are deployed in a range of ways to support children with EAL:
- Identifying areas of need on the Bell Foundation Assessment and this informing teaching to support classroom support
- LSAs meet each term to identify assessment and Band A and Band B pupil support. LSAs identify case study children to focus on and develop practise.
- Focused and targeted group teaching where required

23. International New Arrivals (INAs)

At Sneinton St. Stephen's, we define new arrivals as children who have not had a consistent education in this country for the past year.

We are developing an Induction programme and procedure, beginning with a thorough 'getting to know you'

process to ensure we can offer the best support possible for our new pupils and their families. Class teachers and the EAL Team monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school.

The NALDIC website is the main source of information for all matters connected to EAL provision:
<https://naldic.org.uk/>

The Bell Foundation aims to improve policy, practice and systems to enable children, adults and communities in the UK that speak English as an Additional Language (EAL) to overcome disadvantage through language education: <https://www.bellfoundation.org.uk/>

NASSEA is dedicated to improving the educational opportunities by improving teaching and learning for EAL, Black and minority ethnic pupils <http://www.nassea.org.uk/>

24. Key Principles for INA new to English

Please refer to the Sneinton C of E Induction Policy for more detail.

- Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment where possible.
- Where possible, use other pupils/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English-speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for hands on (kinaesthetic) learning such as roleplay, games and visits.

Strategies for working with children new to English (BAND A)

- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnicities other than white British.

SUCCESS CRITERIA FOR INA INDUCTION

End of Week 1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

End of Week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- to be settling to tasks in the classroom
- to be playing with others in the playground

End of first term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL Beginner

25. Evaluating our policy

The EAL Governor will meet at least annually with the EAL Lead and the governor will report annually on the success of the policy against the specific objectives which are given under 'The EAL Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensure that the school is successfully meeting the needs of EAL pupils and parents, as well as suitable training and supporting staff.

26. Complaints Procedure

Parents are encouraged to discuss any problems or concerns they may have with school. These should be raised initially with the pupil's class teacher as most problems can be resolved in this way, but if this does not happen, parents may raise concerns with the EAL Lead and/or the Head teacher. If the issue cannot be resolved the parents may follow school's Complaints Policy.

The EAL team at the school is:

HEADTEACHER:	Mark Lowe
EAL Lead:	Sandra Austerfield
EAL LSA Lead:	Katherine Pearce
EAL Governor / Chair of Governors:	Phil Herd

Appendix 1

Proficiency in English Assessment

A: New to English

Pupils:

- Engage in highly scaffolded listening activities, learning basic classroom language
- and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases
- Require considerable support to access curriculum content

B: Early Acquisition

Pupils:

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
- Still need a significant amount of support to access the curriculum
- During the New to English and Early Acquisition stages, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

C: Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years.

At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Pupils:

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum and related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
- Need ongoing support to access the curriculum fully

At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are Developing Competence need to be encouraged to notice key features of English and self-correct.

D: Competent

Pupils:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar
- Need occasional support to access more complex curriculum material and tasks

E: Fluent

Pupils:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
- Need very little or no support required to access curriculum content and should be working at, or very near, age related expectations

At the Competent and Fluent stages, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

These assessments are saved on INSIGHT and help to support leadership decision making, for example the allocation of resources and deployment of support staff.

Appendix 2

Graduated Response

27. Assess

Initial Assessment

New arrivals to the school who have English as an additional language (EAL) are assessed in the following areas, after a settling in period of a maximum of 4 weeks, at the school:

- Phonics awareness (English)
- Flash Academy Assessment tool based on the Bell Foundation Language Acquisition Bandings.

Proficiency in English Assessment

Teachers assess the Proficiency in English (PiE) of EAL pupils in their class three times per year; at the end of the Autumn 1, Spring 1 and the start of Summer 2 (to aid transition) terms. This assessment is completed using the Flash Academy Assessment tool which is supported by the Bell Foundation EAL Assessment descriptors and establishes a child's proficiency levels. See Appendix 1 for an outline of the Proficiency levels.

Statutory Assessments

The school carries out the following statutory assessments:

- EYFS: Assessment of Early Learning Goals
- Year 1: Phonics Assessments
- Year 2: SATS in Reading, Writing and Maths
- Year 4: Multiplication Check
- Year 6: SATS in Reading, Writing, Maths and Grammar, Punctuation and Spelling

All pupils in the Early Years Foundation Stage are assessed against the Early Learning Goals at the end of their Reception Year. Early Learning Goals for 'Literacy' and 'Communication and Language' must be assessed in English, but the other areas of the Early Years Foundation Stage curriculum can be assessed in a pupil's home language. To support this, in school translators are used if possible, and where this is not an option assessment is supported through the use of visuals where appropriate.

In some cases, it is not appropriate for a child who is very new to English to sit statutory tests, as they do not have enough English language to access the test. Teachers will make the decision on whether to disapply a child with EAL from statutory assessments based on their judgement of whether it is suitable for their needs.

The school follows statutory testing guidance and provides approved support to help pupils with EAL to access tests including, where guidance allows, the provision of translators and/or readers e.g. in maths assessments, additional time (for pupils with low writing or reading speed) and scribes.

28. Internal Assessments

The school carries out termly assessments in Reading, Writing, Maths and Spelling, Punctuation and Grammar (see Assessment Policy for further information). If a pupil with EAL is unable to access the tests provided, teachers instead provide a teacher assessment level. This is supported by their knowledge of the pupils' performance in class, as well as other assessments such as half termly assessments. Assessments won't be delivered if not deemed appropriate – the Bell Foundation Assessment Bands are the key reference point for identifying next steps and strategies.

29. Plan and do PLAN AND DO

Across school, classes are taught based on year group classes and we currently have one class in every year group.

We use the Rising Stars Rocket Phonics programmes for our delivery of phonics across Key Stage 1 and Spellings across Key Stage 2. These sessions occur in phases and groupings are mixed on ability rather than age. However,

Groupings, are fluid enabling pupils to move classes or groups where necessary in order to best meet their developing needs.

Within year groups, the focus is on language immersion and strong modelling of spoken English skills by adults. Teaching and Learning staff use a variety of strategies to support EAL learners to access the curriculum. These include:

- The use of visuals and opportunities for oral rehearsal to support understanding and language development
- Focus on the explicit teaching of vocabulary (e.g. Talking Toolkit based on the Tower Hamlets 'Progression in Language Structures' document, Colourful Semantics)
- Use of peer support from 'same language buddies'
- Effective feedback, including recasting/remodelling of spoken English.
- Pre and post teaching of key skills and vocabulary for pupils that require additional support.
- The use of specific language intervention for pupils with EAL that are not making the expected progress in English language development and have been assessed as requiring additional support (e.g. identified SEND including speech and language difficulties).

Teachers have high expectations of all pupils, and plan work in order to meet the cognitive and language needs of each child. The focus is on enabling EAL pupils to make the progress necessary in order to help them close any attainment gap they may have in comparison to non-EAL peers.

Classroom organisation supports independent learning by ensuring resources are easily accessible for all pupils. All classes should ensure that resources are clearly labelled, and labels should include images of resources to reinforce this language development.

Higher achieving EAL pupils should be supported in their learning by effective adaptations which matches learning to pupils' cognitive needs. The Bell Foundation assessment materials are used to identify next steps in language learning for all EAL pupils, ensuring that teachers have a clear understanding of EAL language progression.

The teaching of vocabulary underpins learning in all areas of the curriculum and school life. Teaching and Learning staff should maximise every opportunity for language learning, in both planned and incidental interactions with pupils i.e. whether within lessons or in the dinner hall.

Progression and guidance documents for each subject, outline the tier one, tier two and tier three vocabulary to be taught each half term. This ensures that pupils with EAL are able to build on their cognitive academic language proficiency, with the aim of supporting EAL pupils to become fluent English speakers who can access the curriculum at an age-appropriate level with no additional support.

REVIEW

In addition to the standard assessments used within school (please refer to the Assessment Policy), pupils with EAL are also assessed in line with the DfE Proficiency in English codes three times a year (Autumn, Spring and Summer assessment points). These assessments are supported by the Bell Foundation Assessments.

Proficiency in English levels are compared to a child's length of time in English schooling, and targets are set based on the aim of supporting children with EAL to develop Cognitive Academic Language Proficiency (CALP) within five years. Research suggests that "It takes learners at least five years to develop CALP. Research from Collier and Thomas (1995) has shown that it may take children with no prior instruction or no support in native language development at least seven years to develop CALP."

We also aim to ensure that pupils with EAL are able to develop their Basic Interpersonal Communication Skills (BICS) in English in between six months to two years. “Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS. The language used in these social interactions is context embedded. That is, it is meaningful, cognitively undemanding, and non-specialised. It takes the learner from six months to two years to develop BICS.”

The curriculum is adapted where necessary to ensure that pupils with EAL access learning at a level appropriate to their language and cognitive needs. For example, the Mighty Writer resources includes a range of age appropriate images to build up talking, reading and writing for New to English classes to use to support learning in English lessons.