



EAL Policy Guidelines

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Regional Director		Principal		Vice Principal			
Head of Foundation Stage		Head of Primary		Head of Secondary			

EAL Statement of Intent

EAL provision at Newlands School is meticulously linked with the school's vision, mission, and core values, with a specific focus on:

- All students have access to quality-first teaching with access to innovation
- Acquiring English language skills through varied strategies
- Developing and enhancing communication skills through intensive immersion in English curriculum lessons
- Providing direct support to pupils in order to reduce barriers and increase access to mainstream learning.
- To give children with English as an additional language, a voice in shaping and informing their learning opportunities.
- The ability to use more than one language is a valuable skill that learners who use EAL bring with them. To use this asset to develop English Language skills
- To identify and assess language needs as quickly as possible
- To continually monitor the progress of all students receiving support
- To facilitate access to the curriculum through differentiated planning and modification by class teachers and EAL Specialists
- To provide specific input, matched to individual needs, in addition to differentiated classroom provisions
- To support the families of our language learners

What is EAL?

EAL stands for English as an Additional Language which applies to any students whose mother tongue is not English. Students within the realm of EAL could range from those starting to learn English with very little confidence speaking the language to bilingual learners who need little to no support at all.

Assessment

Teacher referrals: Once a student has settled into class and becomes more comfortable, it may become evident that he/she requires support due to a language barrier. In this case, the class teacher will refer the student to the EAL Department.

The Cambridge Assessment (Bell Foundation), which is a language test, will be given by the EAL specialist to determine the level and need for support.

This test gives multiple scores, which allow us to provide the most targeted and beneficial support possible and allocate a language level. Based on the scores the student will be categorized into Beginners, Starters, or Movers groups.

What do these levels mean?

The Beginners level focuses on the most foundational concepts of speaking, listening, reading/comprehension and writing. This level builds vocabulary through the maximum usage of visual aids and simple/literal comprehension.

The Starters level focuses on enhancing the four different skills by building on different types of questions for comprehension, elaborating writing skills with some visual prompting from words to simple sentences and increasing students' reading capacity.

The Movers level focuses on reducing the visual aids to the bare minimum to encourage independence in all four areas of the language.

The Flyers level typically correspond to learners at the **Fluent** level, where they demonstrate a high level of English language proficiency and can independently engage with complex academic content across subjects. At this stage, they use a wide range of vocabulary and grammatical structures accurately and can comprehend and produce detailed, nuanced text. However, they may still benefit from some support in academic language development, particularly for specific subject terminologies and cultural references.

Students will be a part of the program for a duration of 1-2 academic terms and will exit after taking the final assessment which will determine if he\she is ready to be an independent learner.

Provision

After students have been identified and tested to determine their language level, different levels and types of support are arranged. Supporting EAL learners of all levels is the responsibility of EAL specialists and classroom teachers alike.