

SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do
as we follow the Gospel values of Jesus Christ.*



Together we will do our best for Jesus

EAL POLICY

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Implementation Date: September 2025

Review Date: September 2027

Introduction:

At Springhill Catholic Primary School we recognise and value our pupils' home language, background, and the valuable contribution that pupils who speak English as an additional language bring to our school. Within the family homes, various languages are spoken (not including dialects). We recognise bilingualism and multilingualism as a strength, and we respond positively to pupils' ability to speak other languages by building on pupils' knowledge of other cultures and languages. We believe that cultural and linguistic diversity is a rich resource for the whole school. We take a whole school approach, through our Ethos, curriculum and promoting language awareness across our school. We aim to meet the full range of needs for those children who are learning English as an additional language, in line with the requirements of the 1976 Race Relations Act. Our aim is to ensure that all children, regardless of circumstances, are given every chance to realise their full potential in all areas of the curriculum, and that pupils with English as an additional language are supported effectively in order to impact positively on their progress and attainment.

Curriculum Intent:

- To ensure the wellbeing of all EAL pupils at Springhill so that they feel nurtured, valued and confident.
- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language to enable them to participate fully in the curriculum.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To provide any newly arrived children with a safe and welcoming environment.

Curriculum Implementation:

The subject intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the EAL intentions in the following way:

Intent:	Research link:	Implementation:	Impact:
<ul style="list-style-type: none">• To ensure the wellbeing of all EAL pupils at Springhill so that they feel nurtured, valued and confident.	https://literacytrust.org.uk/resources/understanding-multilingualism-early-years/	<ul style="list-style-type: none">• The school values and celebrates its multilingualism and diversity• A linguistically-rich environment• Pupils and staff across the school value and share each other's linguistic and cultural differences	<ul style="list-style-type: none">• Pupils who are learning English as an additional language have a sense of pride and feel they have a rightful place at Springhill• Pupils understand the value and benefits of speaking another language (other than English)
<ul style="list-style-type: none">• To improve the speaking and listening, reading, writing and understanding of children for whom English is an	https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/effective-teaching-of-eal-learners/	<ul style="list-style-type: none">• A whole-school approach to supporting EAL pupils through language-rich mainstream teaching• Withdrawal groups are used purposefully and are kept to a minimum to ensure participation in	<ul style="list-style-type: none">• Pupils who are learning English as an additional language are making progress evidenced by school assessments

<p>additional language to enable them to participate fully in the curriculum.</p>	<p>https://flashacademy.com/blogs/using-eal-learners-first-language-ability/</p> <p>English proficiency of pupils with English as an additional language</p> <p>Lindorff-Strand-Au 2025 EAL-Educational-Achievement.pdf</p>	<p>whole-class learning. EAL children who are new to English receive targeted interventions with an LSA</p>	
<ul style="list-style-type: none"> To use all resources possible to raise the attainment levels of the children for whom English is an additional language 	<p>https://www.bell-foundation.org.uk/resources/great-ideas/</p> <p>https://ealjournal.org/2016/07/26/what-is-translanguaging/</p>	<ul style="list-style-type: none"> Bank of resources and ideas for teachers and LSAs to implement Staff CPD delivered by EAL Lead 	<p>Teachers confidently apply appropriate EAL strategies and resources to support pupils in meeting their targets</p>
<ul style="list-style-type: none"> To provide any newly arrived children with a safe and welcoming environment. 		<ul style="list-style-type: none"> Teachers receive relevant information about new EAL pupils Communication with parents and carers (sharing of routines, learning etc) 	<p>New arrivals feel welcome and included and quickly adapt to the Springhill life</p>

Process used and why:

- Gather accurate information about children’s backgrounds and educational experiences and share this with relevant members of staff.
- Be proactive in removing barriers that stand in the way of our EAL pupil’s learning and success.
- Provide effective and personalised teaching and learning through early identification of the children’s needs.
- Make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.

- Understand and promote the benefits of using a child's first language both at home and at school.
- Encourage and enable parental support in improving children's attainment.
- Ensure that all children's languages cultures and identities are celebrated.
- Provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Curriculum Impact:

Springhill provides equitable educational opportunities for EAL pupils while promoting language development and academic achievement through:

- Differentiated instruction: The curriculum may be adapted to accommodate the varying language proficiency levels of EAL learners. Teachers employ differentiated teaching strategies, materials and assessments to meet the diverse needs of EAL learners.
- Language Support Program: Language support is integrated into the curriculum and additional interventions. Teachers are encouraged to incorporate language development into all aspects of the curriculum, with an emphasis on the integration of language skills (listening, speaking, reading and writing) across subjects. Additional resources such as bilingual dictionaries, translated texts and language-learning software are developed or acquired as needed.
- Cultural Inclusion: A culturally diverse curriculum helps EAL learners connect with their own backgrounds and fosters understanding and tolerance among all pupils.
- Professional Development: Educators are trained in strategies for teaching EAL students effectively.
- Monitoring Progress: EAL pupils' language development and academic progress is monitored regularly by class teachers and year leaders.
- Assessment Modifications: Assessments, including standardised tests, may be adjusted to account for the language proficiency of EAL pupils. Alternative assessment methods like performance-based or oral assessments may be used if needed.
- Inclusion of EAL Pupils in Mainstream Classes: EAL pupils are fully integrated into mainstream learning. Withdrawal groups are used purposefully and are kept to a minimum to ensure participation in whole-class learning.
- Parental Community Involvement: The school involves parents in supporting EAL pupils' language development and wellbeing.

Roles and Responsibilities:

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential. The EAL leader is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

The role and responsibilities of the EAL leader is to:

- Liaise with the teaching staff to identify and support pupils learning EAL.
- Support teaching staff in assessing the pupil's level of language where necessary on arrival and throughout the academic year to determine their needs and develop appropriate EAL targets and support plans.

- Provide training and professional development for teachers and support staff on effective strategies for teaching EAL pupils, based on latest research and methodologies in the field.
- Manage and audit EAL resources to ensure effectiveness for class work.
- In cooperation with school staff, plan and organise school practices and events that celebrate the school's cultural and linguistic diversity and promote the wellbeing of EAL pupils.

The role and responsibilities of class teachers is to:

- Liaise with the EAL leader to identify and support pupils learning EAL.
- Assess the pupil's level of language where necessary on arrival.
- Assess the pupil's level of language where necessary throughout the academic year to determine their needs and develop appropriate EAL targets and support plans, with the support of the EAL leader.
- Select relevant resources from the EAL resource bank to be used during whole class teaching and targeted EAL interventions.
- Plan and deliver lessons that address the specific needs of EAL pupils/ bilingual pupils in their classes.
- Plan and monitor EAL interventions delivered by LSAs.
- Ensure that the input and vocabulary work covers the technical e.g language of problem solving as well as the meaning of everyday words.
- Model speaking and listening styles and the ways they are used for different purposes across a range of subjects.
- Ensure that there are many opportunities for talking and collaborative work for all pupils, including those with EAL.
- Monitor the progress of pupils learning EAL in all aspects of literacy including speaking, listening, reading and writing.

Assessment:

FS – tracking teachers' assessment of the pupil's ability to understand spoken language (speaking and listening eg. follow instructions, engage in conversation).

KS1 / KS2 - Tracking progress through class termly assessments, particularly in reading and writing, as well as teachers' assessment of the pupil's speaking and listening skills.

Health and Safety: n/a

SEND and More Able Pupils:

The EAL leader and all teachers cooperate with the school SENCO in identifying pupils' additional needs. Please refer to the SEND policy for more information.

What does greater depth look like?

For EAL pupils, achieving Greater Depth means demonstrating a deep, conceptual understanding of subject content and the ability to apply knowledge flexibly and creatively, while continuing to develop proficiency in English.

Language development should not be seen as a barrier to cognitive depth — pupils can show Greater Depth through a range of linguistic, visual, or practical means as appropriate to their stage of English acquisition.

Monitoring:

Informal chats with the teachers and year leaders

Teacher surveys and self-evaluations

Informal chats / feedback from pupils and pupil questionnaires

Lesson drop ins – differentiation for EAL pupils, visual support, scaffolding, modelling language, integrating EAL strategies and opportunities for classroom talk

EAL intervention drop ins

Academic progress – compared to prior attainment and peers (EAL and non-EAL)

Governor Monitoring

Links to Catholic Social Teaching:

Human Dignity – Everyone is special

Common Good – Thinking of Everyone

Solidarity – Working Together

Subsidiarity – Everyone should have a say

Participation – Taking part

Preferential Option for the Poor – Putting people in most need first (vulnerable ones)