



EAL Policy

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Purpose and Scope

Nearly all students at The English Academy learn through an additional language. This policy applies across the secondary school and sets out how staff support students to access the curriculum, develop academic English and participate fully in academy life.

EAL is not a weakness, a special educational need or a measure of intelligence. Students should receive age appropriate curriculum content, high expectations, fair assessment and appropriate support. Additional intervention is provided only where English is limiting learning.

Principles

- Every subject is responsible for teaching the language needed to learn and demonstrate subject knowledge.
- Support should maintain high challenge and use temporary scaffolds that are reduced as independence develops.
- English is the shared language of academy life; purposeful use of home languages may support thinking, planning, clarification, family communication or safeguarding.
- Teachers should distinguish English proficiency from subject knowledge, effort and cognitive ability.
- Students should be assessed fairly, with unnecessary language barriers reduced where language is not the focus.

Identification and Assessment

- Admissions and induction should gather relevant information about languages, previous schooling, language of instruction, strengths and educational history.
- Where English may be limiting access, a starting assessment should consider speaking and listening, reading, writing, classroom observation and subject work. A single test or digital score must not determine ability or curriculum pathway.
- Formal EAL profiling is used when there is evidence of need and is reviewed over time using classroom work, observation, assessment and student voice.
- Students receiving targeted or intensive support should have clear priorities, strategies, responsible staff and a review date.

Levels of Provision

- Universal: explicit vocabulary teaching, clear explanations and resources, modelling, structured talk, purposeful reading and writing, and responsive feedback for all students.
- Targeted: time-limited support for an identified language gap affecting access or progress, linked directly to current curriculum learning.
- Intensive: coordinated specialist support for students who are new to English, have interrupted education or have sustained high levels of need.

Additional support should have a clear purpose and success measure, remain linked to mainstream learning, avoid unnecessary loss of core curriculum, and be stopped, adapted or intensified in response to evidence.

Classroom Practice

- Identify and explicitly teach essential subject vocabulary, including meaning, pronunciation and use in context.
- Use clear instructions, readable resources, models, visuals, structured talk, sentence starters and purposeful checks for understanding.
- Provide regular opportunities for reading, speaking and extended writing. Reading aloud should be supportive and prepared, never used to embarrass a student.
- Use home languages purposefully where they support learning, while making the required English outcome clear.
- Move from modelled to guided to independent practice and remove scaffolds when they are no longer needed.

Reading, Writing, Marking and IXL

- Departments should identify key vocabulary, text types and opportunities for sustained reading and extended writing.
- Apply academy marking codes and the termly Marked Piece cycle. Correct language selectively and require meaningful green-pen responses.



- IXL may provide additional practice and supporting evidence, but it does not replace direct teaching, classroom talk, reading, writing, teacher judgement or EAL assessment. Assign skills only where they match an identified need and review transfer to classroom work.

Assessment, Examinations and Reporting

- Assess the intended knowledge or skill and remove unnecessary language barriers where appropriate. Use multiple sources of evidence.
- Teaching support does not automatically provide examination access arrangements; current awarding-body requirements must be followed.
- Reports should distinguish curriculum attainment from English development and identify clear strengths and next steps.

Safeguarding, Wellbeing and Family Communication

- Limited English must never prevent a student from reporting a concern or receiving protection. Use clear questions, allow sufficient time and follow safeguarding procedures.
- Monitor attendance, participation, friendships, isolation, bullying and adjustment, and challenge racist or language-based bullying.
- Use clear communication with families and arrange appropriate adult interpretation for significant or sensitive matters where needed.

Roles and Responsibilities

- Senior leaders: approve, resource and monitor implementation and outcomes.
- Secondary Literacy Coordinator: lead the policy, coordinate identification and targeted support, guide staff and monitor impact.
- Heads of Department and teachers: embed subject language, reading, writing and appropriate EAL strategies in curriculum and classroom practice.
- EAL/support and pastoral staff: deliver agreed support, monitor participation, wellbeing and induction, and promote independence.
- Students and families: engage with learning and support, share relevant information and contribute to reviews.

Monitoring and Review

The Secondary Literacy Coordinator and secondary leadership team will review targeted and intensive support each term and whole-school practice annually. The policy will be reviewed at least every two years, or sooner where academy systems, examination requirements or digital provision change.