

1.0 AIMS AND OBJECTIVES

The aims of this policy are:

- to highlight the cultural, linguistic and educational experiences pupils and students with English as an Additional Language (EAL) bring to the school;
- to ensure that pupils and students with English as an Additional Language are supported in taking part in all activities;
- to help pupils and students with English as an Additional Language to become confident and fluent in speaking and listening, reading and writing in English, in order to fulfil their academic potential;
- to encourage and enable parental support of EAL pupils and students at BJAB in improving children's attainment.

2.0 PURPOSE

The purpose of the English as an Additional Language (EAL) policy is to describe provision for pupils and students with EAL; how pupils and students with EAL are assessed, what provision is made and how this provision is monitored.

3.0 DEFINITIONS

3.1 English as an Additional Language

An EAL pupil/student is one whose primary language or mother tongue is not English. Included are pupils who come from an English-speaking background, but who have been educated in languages other than English. These pupils and students may require additional support to access the BJAB curriculum fully. Some pupils and students may speak a variation of English that may differ significantly from the types of English used at the British Junior Academy of Brussels (BJAB). If this is the case, they may need assistance in developing skills in reading, writing, speaking and listening.

The term English as an Additional Language is preferred over terms such as bilingual or English as a Second Language, as many of our pupils are learning English as a second, third or even fourth language. This group includes a very wide range of experiences, from newly arrived pupils in the early stages of English language acquisition to more advanced learners of English.

EAL pupils may be:

- newly arrived from another country and school
- newly arrived from another country, but an English-speaking school
- newly arrived, but from a Belgian (French or Flemish) school
- born abroad, but moved to Belgium at some point before starting school
- born in Belgium, but in a family where the main language is not English.

4.0 PROVISION

- EAL pupils and students need varying levels of provision and each child is supported based on their individual needs. We recognize that support will vary according to age and linguistic ability and, as such, provision at Lower School (BSM) varies to that at Upper School (BLS), as well as between different phases; however, we aim for the quality and effectiveness of provision to be consistent. We expect language acquisition to be supported fully through activities at home.

There are three pathways for EAL pupils:

- EAL pupils are taught by the year-group LSA, usually in lieu of French lessons. The scheme of work for this pathway is arranged by the class teacher, in discussion with the year-group LSA.
- EAL pupils are taught by the EAL specialist, usually in lieu of French lessons, and follow the scheme of work as detailed below.
- EAL pupils follow a pathway which is a combination of pathways 1 and 2 as detailed above.

EAL According to Krashen, 2017, 'We acquire language when we understand what we hear or read.' In view of this input must be comprehensible and only just beyond what we already know.'

Scmitt et al, 2011, point out the need for EAL learners to know at least 90% of words in a text to grasp the overall meaning. In view of this teachers must be wary of introducing complicated authentic texts without prior scaffolding.

During Preparation Week Inset is provided to staff regarding EAL pupils in the classroom.

4.1 In-class support

In Reception and in Years 1-5 in-class support is given, where required, to any EAL pupil, including those who are not receiving any other form of support, such as numeracy or literacy interventions. In-class support in these year groups involves the LSA working in the mainstream classroom with individual learners or small groups.

4.2 EAL Class Teaching

EAL specialist teaching may be provided for Years 5/6 and above where appropriate and usually takes place in lieu of French teaching. During these lessons, pupils and students are taught English at a level appropriate to their CEFR level (Common European Framework of Reference for Languages), a standardised system used to measure and describe language proficiency across different languages [The CEFR Levels - Common European Framework of Reference for Languages \(CEFR\)](#). The level is identified from the Cambridge Young Learners' Test (appropriate for Years 5 and 6), the Cambridge Test Your English for Schools (appropriate for Years 7-9) and the Oxford Placement Test (Year 10 upwards).

4.3 Supporting the use of English at home

It is important that pupils and students make links between their home environment and the English language. This information is communicated to parents by the class teacher from EYFS to Year 6 and from year 7 as required by the Vertical Tutor / KS4 tutor and/or EAL specialist, as informed by discussion in the weekly KS# & 4 meeting.

There are several ways to support this, which include:

- putting labels (in English and their native language) on key items in their room and around the house
- encouraging them to use English at home by asking them to talk about their day in English
- encouraging, but not forcing, the reading of English books – reading should be an enjoyable experience!
- helping to make the experience of reading more meaningful by asking questions about the story
- assisting with children's homework

- helping to develop confidence when using English, which can be achieved by using positive reinforcement in the form of praise.
- It is very important that a pupil's native language and culture be reinforced during the process of learning an additional language. By using both languages at home, parents can help to ensure pupils achieve high standards in both languages.
- Students at BLS are encouraged to write holiday journals to keep their language skills active whilst not at school. Story-writing competitions are also a regular feature.
- Pupils and students across the school have been invited to participate in 'Spellzone', an online English spelling resource used by students aged six to adult. It unlocks the mystery of British and American English spelling and is adaptable for all abilities including SEND, SLD, ESL students and those with dyslexia'.

5.0 ROLES AND RESPONSIBILITIES

For much of their time at school, pupils and students with EAL will be integrated in all the same classes and activities as native speaking English pupils. **Every adult in the school** is therefore responsible for supporting pupils and students with EAL to become more fluent in English.

5.1 Class teacher

While it is the role of all staff to promote the use of English, teachers must also be aware that it is essential for pupils to maintain their first language and culture.

The class teacher will:

- show differentiated work in their planning, where required
- have high expectations, expect pupils to contribute and develop the pupils' ability to give more than single word answers
- set appropriate and challenging Learning Objectives, monitoring progress carefully
- recognise that pupils and students with EAL may need more time to process answers
- give newly arrived pupils time to absorb English
- use group work to ensure that pupils and students with EAL regularly hear English being spoken by native speakers
- ensure that there are many opportunities for talking to both adults and peers

5.2 English as an Additional Language (EAL) Teachers

The Subject Specialist EAL teacher, Mrs Sophie Ellis-Retter, has a fundamental role to play in the process of providing for the needs of pupils with EAL from Year 5 or Year 7 and above at BLS, depending on which of the three EAL learning pathways is most appropriate for the child. She is supported by Ms Serena Grey.

At BSM specific EAL interventions are arranged by the class teacher and led by the team of Learning Support Assistants (LSAs).

At all levels, the LSA, Subject Specialist EAL and the EAL team will:

- inspire an interest in the English language running thought-provoking classes and exposing pupils to a variety of stimulating texts, media, literature and current affairs
- instil in learners a confidence to use English in a variety of contexts, including both formal and informal situations
- regularly assess the progress of each pupil, adjusting lesson content accordingly
- discuss, as required, pupil and student progress with the class teacher, parents and SLT

In EYFS to Year 4 the EAL team will:

- liaise with the class teacher to provide valuable support in class and target any specific areas of difficulty
- plan lessons that complement the curriculum being taught and meet the needs of individual pupils and students.

From Year 5 or Year 7 a bespoke EAL curriculum is delivered depending on the pathway chosen.

5.3 Line Management of EAL:

At primary, the SENDCo has a role to play in the process of providing for the needs of pupils with EAL. At secondary, the EAL specialist line manages the EAL provision, with support from SLT.

The SENDCo/EAL specialist will:

- ensure the EAL policy is monitored and reviewed
- ensure any EAL records are maintained, including the pupils and students being recorded on an EAL register
- liaise with and support the EAL department
- liaise with parents
- monitor, along with SLT, the progress of pupils and students with EAL
- monitor, along with SLT, the planning of the EAL department

5.4 Parents

Partnership with parents plays a key role in enabling children with EAL to achieve their potential. The school recognises that parents have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. They can also provide a valuable source of support for their child's learning at home. All parents of children with EAL are encouraged to play an active and valued role in their children's education. A meeting is held at the beginning of each school year, providing an informal setting to meet other parents and support staff.

6.0 ASSESSMENT

At BJAB, from EYFS to Year 4, the LSA under the direction of the class teacher carries out baseline assessments, each September and on arrival, on each pupil's English skills in reading, writing, speaking and listening (see Appendix 1 and 2). The assessments are based on work in EAL sessions and are supported by examples of the pupil's work. At the class teacher's discretion, these assessments may be supplemented by the Cambridge Test Your English – Young Learners assessment, which provides a CEFR level. Assessments are repeated to monitor and record progress at the end of the Spring and Summer terms.

From Year 5 the ability of the pupils and students may be assessed via the Cambridge Young Learners' Test (appropriate for Years 5 and 6), the Cambridge Test Your English for Schools (appropriate for Years 7-9) and the Oxford Placement Test (Year 10 upwards), providing an up-to-date CEFR level. Years 5 and 6 may be assessed by class teachers and/or the LSA if that pathway is chosen.

The EAL team write three reports per year for each pupil/student who receives specialist EAL classes. From EYFS to Year 6 the class teacher includes information on EAL within the main body of the report. After reports have been sent home, parents are invited to meet with the EAL team / class teacher during a parents' evening; they are very welcome to make an appointment to discuss their child's progress at any time during the school year.

On both sites, Assessment for Learning also takes place during each lesson and is completed in many ways, both formally and informally. Day-to-day assessment is informal and may take the shape of teacher

evaluation notes and marking and feedback to the students. The EAL teachers follow the EAL Assessment and Feedback Policy.

7.0 MONITORING AND REVIEW

This policy is the responsibility of the Headteacher, the SENDCo and the EAL Specialist.

Headteacher: (Francis Retter)	
SENDCo (Victoria Cowx)	
EAL Specialist (Sophie Ellis-Retter)	
Updated: April 2025	To be reviewed: March 2026

Appendix 1: Assessment Guidelines

Listening and Understanding

Starter (Step 0)	Early Beginner (Step 1)	Beginner (Step 2)	Threshold (Step 3)	Secure (Step 4)	Consolidating (Step 5)	Competent (Step 6)	Independent (Step 7)
Pupils are working towards Step 1 and show very little understanding of any basic Spoken English.	Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions, and they follow simple instructions based on the routines of the classroom. When possible, they listen to their first language.	Pupils understand simple conversational English in familiar contexts. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. They demonstrate some understanding of classroom language after some repetition or explanation.	Pupils understand and respond appropriately to individual straightforward comments or instructions addressed to them and closed questions asked in a supportive context. They listen attentively to a range of speakers, including teacher presentations to the whole class. They respond appropriately when the teacher addresses them in a small group. They demonstrate interest when listening to whole class discourse.	Pupils follow what others say in familiar contexts. They respond appropriately to sequences of instructions. They respond appropriately to a range of question types, including open questions.	Pupils show evidence of understanding the gist of lesson content. They understand conversations when the subject of the conversation is mainly concrete and have some understanding when figurative and idiomatic expressions are included. (i.e. they understand both informal language and aspects of more formal and academic language.)	Pupils understand conversations when the subject is abstract with figurative and idiomatic expressions. They participate in social and academic school interactions delivered at normal speed and participate as active speakers and listeners in group tasks. They understand more complex academic and specialist discourse when the content is accessible to them. When allowance is made for cultural references, pupils understand idioms and figurative language.	Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum. In addition, it is important throughout, where applicable, to value the pupils' attainment in language(s) other than English.

Speaking

Starter (Step 0)	Early Beginner (Step 1)	Beginner (Step 2)	Threshold (Step 3)	Secure (Step 4)	Consolidating (Step 5)	Competent (Step 6)	Independent (Step 7)
Pupils are working towards step 1 and speak very few words of English, using gestures and first language to communicate with others.	Pupils echo English words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or short phrases in English and use first language where applicable.	Pupils join others in predictable and repetitive responses and copy talk that has been modelled. They make intelligible single word and telegraphic utterances in social contexts. They use some standard English grammatical structures in simple social contexts.	Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is intelligible but may be grammatically incorrect. They have sufficient functional vocabulary for everyday needs.	Pupils speak about matters of interest to a range of listeners, use sustained, connected utterances and have a range of longer phrases and sentences drawn from social and curriculum contexts. Their speech shows some grammatical complexity, for example in expressing relationships between ideas and sequences of events.	Pupils sustain organised, connected speech in academic conversations and modify their language to suit the context. They use an increasing range of academic and abstract vocabulary.	Pupils use language appropriately across the curriculum for different academic purposes, but some minor errors may still be evident. Their discourse shows functional control of English and features expected in academic discourse. To suit the context, they vary their vocabulary which includes abstract, technical and idiomatic elements.	Pupils have the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum.

Reading

Starter (Step 0)	Early Beginner (Step 1)	Beginner (Step 2)	Threshold (Step 3)	Secure (Step 4)	Consolidating (Step 5)	Competent (Step 6)	Independent (Step 7)
Pupils are working towards step 1 and read very little or no English.	Pupils participate in reading activities and differentiate English print from pictures. They know that English print is read from left to right and from top to bottom. They recognise their names, a few familiar words and identify some letters of the alphabet by shape and sound. They may build on their literacy in another language.	Pupils associate straightforward sounds with letters in English and predict what the text will be about. They read words and phrases that they have learned in different curriculum areas and follow parts of a text read aloud.	Pupils read a range of familiar words and identify initial and final sounds in unfamiliar words. They establish some meaning when reading aloud phrases or simple sentences and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.	Pupils can read simple texts, use their knowledge of letters, sounds and words to establish meaning when reading familiar texts and guess meanings of unfamiliar words from the context. They comment on events or ideas in poems, stories and nonfiction.	Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. They recognise some features of different genres.	Pupils read a range of complex texts and infer meaning beyond the literal. They use deduction and hypothesis to develop understanding and analyse and evaluate text. Pupils appreciate culturally embedded references and idioms they have come across or can deduce from the context.	Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum.

Writing

Starter (Step 0)	Early Beginner (Step 1)	Beginner (Step 2)	Threshold (Step 3)	Secure (Step 4)	Consolidating (Step 5)	Competent (Step 6)	Independent (Step 7)
Pupils are working towards step 1 and do not yet produce any written English.	Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words and write from left to right. They may write in their first language (but not all languages have a written form).	Pupils attempt to express meanings in writing, supported by talking or drawing. Their writing is intelligible to themselves and a familiar reader and shows some knowledge of sound and letter patterns in English spelling and of the basic structure of sentences.	Pupils produce recognisable writing. Most commonly used letters are correctly shaped, but may be inconsistent in their size, method of formation and orientation. They apply some regular and common spelling patterns. Pupils' writing conveys meaning and conforms to some patterns of English word order and sentence division.	Pupils use phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are correctly shaped and orientated.	Pupils write in a range of appropriate grammatical structures when working in a framework which focuses on the genre (e.g. a writing frame which formats a report into specific sections). In free writing, pupils express their ideas in separate sentences or use simple connectives ('and' and 'but') rather than through complex sentences. To a certain extent, pupils adapt their writing to meet the demands of a range of genres.	Pupils produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors. They apply organisational and other features to a range of genres but may need to be cued to do this by the task.	Pupils have the range of writing skills necessary to participate fully within the curriculum and can be fairly assessed by using the National Curriculum.

Appendix 2: Observable outcomes for EAL learning

Listening:

Evidence of listening with understanding to English

Observable outcomes could include:

- How the pupil responds physically and verbally
- Attentiveness to speech
- Facial expressions
- Eye contact
- Response to name
- Response in other language (s)
- Asking questions of the speaker

Teaching staff must be sensitive to differing cultural norms in relation to aspects of non-verbal communication (in some cultures it is considered rude for a child to make eye contact with an adult, in other cultures it is rude not to!)

Speaking:

Evidence of attainment in speaking English

Observable outcomes could include:

- Who does the person speak to?
 - a) One person at a time
 - b) A partner in pair work
 - c) Small groups
 - d) Whole class
- What types of utterances are made?
 - e) Initiated talk, e.g. statements (naming), requests (questions)
 - f) Supported talk, e.g. echoing words, response to questions
 - g) Extended talk, e.g. long turns, participation in drama/work in role
- What features of speech are there?
 - h) Pronunciation
 - i) Clarity
 - j) Audibility
 - k) Formality/informality of usage
- Non-verbal communication to support meaning, e.g. using gesture or mime to convey ideas.

Reading:

Evidence of attainment in reading English

Observable outcomes could include:

- Knowledge about how print and books work,
- Use of reading strategies
 - l) Phonics
 - m) Word recognition
 - n) Sentence grammar
 - o) Context
- Understanding and response to text – pupil using prediction or inference

- Pupil asking text-related questions
- Enjoyment of books and reading activities
- Range of interests, e.g. fiction, information, environmental print, ICT
- Ability to transfer literacy skills from another language

Pupils learning EAL often acquire word level skills that enable the decoding of text at speed without necessarily understanding what they have read. It is important to consider ways of checking whether this is the case.

Writing:

Evidence of attainment in writing in English

Observable outcomes could include:

- Using pictures or symbols to convey meaning
- Use of spelling strategies, for example phonic plausibility and/or knowledge of word structure
- Grammatical accuracy shown in sentence structure and punctuation, word order, singular/plural distinctions, tense choices
- Range of vocabulary, e.g. grammatical and content words, use of descriptive and subject specific vocabulary

When assessing the writing of EAL learners it is useful to consider the effectiveness with which they use both grammatical and content words. Grammatical words are far fewer than content words and may not be much stressed in oral language; however, they are essential for constructing written sentences in English. They include determiners (the, a), pronouns, prepositions, connectives, the verb 'to be' and various modal verbs (might, will, can). Content words are words that carry the main meaning in a sentence and are chiefly nouns and verbs, adjectives and adverbs.

EAL learners are also likely to handle writing in different genre less confidently than pupils for whom English is their first language, to omit prepositions and to make errors in writing formulaic phrases.