



Watling
PRIMARY SCHOOL

Nurturing a passion for learning

English as an Additional Language Statement 2025 - 2027

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Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
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**Policy level				
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.	
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.	
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.	

Aims

At Watling Primary School, we are committed to ensuring that all pupils are welcomed and valued as part of our school community, and are given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum.

As a school, we believe that multilingualism is a strength and that pupils who speak English as an Additional Language (EAL) have a valuable contribution to make.

Our overall approach to languages is underpinned by our ethos, values and curriculum design.

We aim to ensure that all children with EAL can:

- celebrate and share their first language, culture and identity
- use English confidently and competently
- use English as a means of learning across the curriculum
- achieve their full potential across the curriculum and within the wider provision available

Our goal is to promote language awareness and raise pupil attainment, progress, and achievement, through being immersed in a language rich environment.

The Context of the School

At Watling Primary School, we serve a richly diverse community where language and culture are celebrated. Currently, around 75% of our pupils are identified as having English as an Additional Language (EAL) or being bilingual, representing a wide range of linguistic backgrounds. This diversity enriches our school environment and is central to our inclusive ethos.

To ensure every child thrives academically, socially, and emotionally, we employ a range of targeted strategies and approaches tailored to their language development needs. This statement outlines the principles and practices that guide our approach in supporting EAL learners across all areas of school life.

Teaching and Learning

Teachers consider the needs of EAL 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. Pupils are encouraged to explore a range of learning styles. Resources are prepared to reflect and meet the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

The level of cognitive challenge should remain appropriately high for EAL learners and not be reduced because of the language demands. Having a home language other than English should not be seen as a barrier to learning.

A clear distinction should be made between EAL and Special Educational Needs and Disabilities (SEND). Consideration should be given to the best way to assess EAL pupils for SEND, using their first language if appropriate.

As part of our Quality First Teaching provision, teachers consider the following questions when planning lessons:

- How can I (or additional adults or other children) model the key language needed?
- What specialist vocabulary do pupils need to understand new concepts and how can this be presented to them in an accessible way?
- What opportunities are there to explore ideas orally and collaboratively?
- What types of tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing language and literacy?

Staff use support strategies to ensure that EAL children can access all parts of school life and the curriculum, including:

- The use of peer 'Buddies' to support children that are new to the school in understanding the school rules, values and building friendships with others.
- Every class has the same visual timetable for consistency and understanding across the school.
- Making the curriculum visual by using Widgit software (see [Visuals](#)).
- Making the abstract curriculum more concrete through the use of physical resources, pictorial and real life representation where possible (see [Graphic Organisers](#)).
- Developing interactive and collaborative teaching (see [Collaborative Activities](#)).
- Modelling activities, expectations and language throughout the curriculum and daily school life (see [Comprehensible English](#) and [Modelling](#)).
- Using drama and role play to demonstrate how language is used in real life with a focus on communication (see [Drama and Role Play](#)).
- Providing opportunities for exploratory talk (see [Collaborative Activities](#)).
- Ensuring home languages are valued and used in school and at home (see [Translanguaging Techniques](#)).
- Providing opportunities to talk before writing (see [Language Drills](#)).
- Supporting through scaffolding, writing frames and word banks for key vocabulary and phrases (see [Scaffolding](#)).

Resources

We are continually adding to our curriculum resources to enhance our provision for children with EAL, including:

- dual language dictionaries
- bilingual stories and books
- Widgit subscription to enable teachers to make visuals for classroom language as well as to support the curriculum
- use of the Colourful Semantics programme to support language development
- basic games (covering teamwork and turn taking, language building, literacy and maths)
- peer support, including Buddies System
- language interventions delivered by our TAs and HLTAAs to support children in their learning journey of language learning as well as keeping up with the curriculum

Assessment of EAL pupils

At Watling Primary School, we recognise that accurate assessment is essential for understanding the needs and progress of pupils with English as an Additional Language (EAL). To ensure consistency, staff who require support with assessing or supporting an EAL pupil must complete a referral form and submit it to the EAL Lead. This should be done at least two weeks after the pupil has joined the school, allowing sufficient time for the child to settle into the new environment.

Following this initial period, teachers will assess the pupil using the Bell Foundation's EAL Assessment Framework. This baseline assessment provides a clear picture of the child's language proficiency and informs planning. Teachers will then use professional judgement to reassess each EAL pupil twice per academic year against the Bell Foundation's assessment grid. These assessments enable the EAL Lead to monitor progress, identify pupils who may require additional support, and ensure that interventions are targeted effectively.

If a pupil is identified as working below a C1 level at any point in the Bell Foundation assessment, they will also be assessed in their home language, as recommended by the Bell Foundation. This helps to establish a more accurate understanding of the child's overall language development and cognitive ability.

When working with any EAL pupil, particularly those who are new to the school, staff are encouraged to consider key contextual questions:

- How long has the child been in school (both here and in their home country)?
- What was their previous schooling or educational experience like?
- What circumstances have led to their arrival in the UK e.g. displacement from a war zone, limited access to education for girls, experiences of trauma?

These considerations ensure that assessment is holistic and sensitive to the child's background and experiences.

EAL Lead Role and Responsibilities

The role of the EAL Lead 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 all staff.

To achieve the above, the EAL Lead will:

- Disseminate information and key messages to all staff efficiently.
- Represent and promote the needs of EAL pupils.
- Advise teachers about development of EAL strategies, planning and assessment.
- Actively contribute to the development, implementation, monitoring and evaluation of the school's approach to EAL.
- Keep up to date regarding good practice in EAL and share opportunities for continuing professional development with the wider staff team.
- Complete training with all staff (including how languages work and where they are coming from – study between body language and speech and language spoken)
- Audit resources and make suggestions for the purchase of new resources.

- Monitor the impact of the implementation of the school's approach to EAL through analysis of attainment and progress information, book looks, pupil voice and professional dialogue with teachers.