PORG International School

English as an Additional Language (EAL) Policy

Early Years

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Introduction

PORG International School is committed to providing an inclusive and supportive learning environment for all students. As an international school, we recognise that many of our students speak English as an additional language (EAL). This policy outlines our approach to supporting EAL learners in the Early Years Foundation Stage (EYFS), ensuring they develop foundational language skills and confidence in English communication.

Aims and Objectives

The aims of the EAL policy are to:

- Ensure EAL students feel included, valued, and supported in their early learning experiences.
- Develop students' English proficiency to enable full participation in all areas of the EYFS curriculum.
- Provide targeted support to accelerate language acquisition and social integration.
- Encourage bilingualism and multicultural awareness as strengths.
- Collaborate with teachers, parents, and external specialists to provide a holistic approach to language development.

Identification and Assessment of EAL Learners

- All new students complete an initial language assessment upon entry to determine their English proficiency level.
- Continuous monitoring and formative assessments help track language development and progress.
- Teachers use observations, classroom interactions, and informal assessments to identify areas where additional support is needed.
- Students are categorised into different stages of language acquisition: New to English, Early Acquisition, Developing Competence, Competent, and Fluent.

EAL Provision and Support

- Emphasis on language-rich environments through play-based learning, storytelling, and interactive activities.
- Visual aids, gestures, and bilingual resources are used to support comprehension.
- Language development integrated into daily routines and social interactions.
- Collaboration with parents to encourage home language development.
- Small group or one-to-one interventions for students requiring additional language support.

- Use of songs, rhymes, and sensory activities to develop listening and speaking skills.

Role of Teachers and Support Staff

- EYFS teachers are responsible for planning inclusive lessons that cater to EAL learners.
- EAL coordinators or specialist teachers provide targeted interventions and guidance.
- Teaching assistants support language development through play and structured activities.
- Staff receive ongoing training in early childhood EAL strategies and best practices.

Parental and Community Engagement

- Regular communication with parents to share progress and strategies for language support at home.
- Workshops and information sessions for families on early language development and bilingualism.
- Celebration of cultural diversity through school events, assemblies, and classroom activities.

Monitoring and Review

- The EAL policy is reviewed annually to ensure it aligns with best practices and meets the evolving needs of students.
- Student progress is tracked through formative and summative assessments, with adjustments made to support strategies as needed.
- Feedback from teachers, parents, and students informs improvements in EAL provision.

Inclusion and Equal Opportunities

- EAL learners have full access to the EYFS curriculum and extracurricular activities.
- The school promotes an ethos of respect for linguistic and cultural diversity.
- Differentiated learning ensures that EAL children progress at an appropriate pace while being encouraged to explore language through play and interaction.

Conclusion

PORG International School is dedicated to fostering an inclusive environment where all students, regardless of their language background, feel supported and encouraged to succeed. Through structured support, collaborative teaching, and strong home-school partnerships, we aim to ensure every EAL student develops confidence and proficiency in English while maintaining their cultural identity.

Key Contacts

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