PORG International School

English as an Additional Language Policy

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Policy Statement & Aims

PORG International School welcomes and values pupils from diverse linguistic and cultural backgrounds. We recognise multilingualism as an asset that contributes to personal development and the life of the school. This policy outlines how PORG INT supports pupils learning English as an Additional Language (EAL) so they can access the whole curriculum, make rapid progress in English and other subjects, and achieve excellent outcomes while maintaining and developing their first language(s).

- Ensure equitable access to the curriculum and high expectations for all EAL pupils.
- Identify EAL needs early and provide appropriate, evidence-informed provision.
- Develop pupils' social, academic and subject-specific language (vocabulary, grammar, discourse).
- Promote positive attitudes to cultural and linguistic diversity and safeguard pupil wellbeing.
- Work in genuine partnership with parents/carers, including through translation and interpretation where appropriate.

Scope & Definitions

This policy applies to all phases, staff, and pupils at PORG INT. It should be read in conjunction with the Teaching & Learning, Assessment, SEND/Inclusion, Admissions & Induction, Safeguarding, and RSHE policies.

An EAL pupil is a learner who uses one or more languages in addition to English. EAL is not a special educational need; however, EAL learners may also have SEND. Provision is coordinated with the SENCo when relevant.

Working proficiency scale (PORG INT)

PORG INT uses a five-stage proficiency scale for placement, planning and tracking. Pupils may progress at different rates across listening, speaking, reading and writing:

- A. New to English – minimal English; relies on first language; needs extensive visual and first-language support.

- B. Early acquisition – begins to understand everyday English; uses simple phrases; high need for scaffolding.
- C. Developing competence – increasing range/accuracy; can engage in learning with targeted language support.
- D. Competent – can access age-appropriate curriculum with occasional support for academic language.
- E. Fluent – operates effectively across the curriculum; continues to develop subject-specific language.

Roles & Responsibilities

Governing Body / Proprietor

- Approve and monitor the EAL policy and resourcing.
- Receive termly reports on EAL admissions, attainment and progress.

Headteacher/Principal

- Ensure an inclusive culture and that staffing/timetabling enable high-quality EAL provision.
- Oversee staff training and performance expectations for EAL pedagogy.

EAL Lead

- Maintain an EAL register that includes proficiency stages and needs, updating it each term.
- Lead initial assessment, placement and induction for new arrivals.
- Provide/coordinate intervention (in-class and, where appropriate, small-group/1:1).
- Support curriculum planning with subject leaders; curate resources; advise on assessment and differentiation.
- Lead staff CPD and coach teachers; support TAs; model strategies.
- Report to SLT and governors on impact; manage EAL budget.
- Work with the DSL to ensure that safeguarding information is accessible to families (where necessary, translated into other languages).

Classroom Teachers

- Plan for language and content objectives in every lesson.
- Provide high-quality, scaffolded teaching (see Section 6) and adapt assessments accordingly.
- Track progress, set targets, and liaise with the EAL Lead and parents/carers.

Teaching Assistants (TAs) and EAL Specialists

- Deliver agreed interventions and pre-/post-teaching under teacher direction.
- Utilise bilingual support where available and promote independence.

Admissions/Office Team

- Collect language background information and arrange interpreters for induction where required.

Identification, Admission & Induction

- Language background questionnaire at application/enrolment (see Appendix A).
- Initial assessment within two weeks of start: listening/speaking, reading, writing; maths/phonics screening (phase-appropriate).
- Assign proficiency stage (A–E) and create an Individual Language Plan (ILP) with SMART targets where needed.
- Buddy system and orientation; translated key information; safeguarding and attendance explained to families.

Assessment, Tracking & Reporting

- Baseline within two weeks; update proficiency at least termly and on transfer/exit.
- Use classroom formative assessment, writing samples, reading inventories and standardised tests where appropriate.
- Record in the MIS/EAL register, share with staff, and report progress to parents/carers at least termly.
- Where progress is below expectation after good EAL provision, consult SENCo using graduated response (Assess-Plan-Do-Review).

Provision & Classroom Practice (Quality First Teaching)

- Set clear content objectives **and** language objectives for each lesson.
- Activate prior knowledge by linking it to pupils' experiences and first languages.
- Provide structured talk (dialogue frames, partner talk, oral rehearsal) before writing.
- Model language (teacher talk, worked examples) and provide visual scaffolds (images, diagrams, graphic organisers).
- Explicitly teach vocabulary (including morphology/word families and Tier 2/3 terms); recycle and retrieve.
- Use sentence stems, writing frames and success criteria; gradually remove scaffolds.
- Pre-teach key language/content; revisit after lessons to consolidate.
- Use phonics/decoding support where appropriate, balancing it with comprehension and oral language.
- Assess for learning every lesson and adapt tasks (time, language load, multimodal outputs).
- Encourage continued development of first language(s) at home and in school, where feasible (library texts, clubs).

Targeted Intervention

Some pupils may benefit from short, time-limited small-group or one-on-one sessions focusing on high-leverage skills (e.g., oral language, reading fluency, grammar for writing, subject-specific terminology). Interventions complement, not replace, classroom learning and are scheduled to minimise curriculum disruption.

Curriculum Access & Examinations

EAL pupils are placed in age-appropriate classes with access to the full curriculum; withdrawal is minimal and deliberate. Subject leaders ensure schemes of work incorporate language development and enhance background knowledge. Access arrangements for external examinations adhere to the rules of awarding organisations; the Exams Officer manages applications and liaises with families.

Safeguarding, Attendance & Wellbeing

- Induction covers how to seek help and report concerns; translated safeguarding summaries are provided where needed.
- Staff are alert to risks facing new arrivals (e.g., bullying, isolation, barriers to attendance).
- EAL information is shared with the DSL on a need-to-know basis; interpreters are used for sensitive meetings when appropriate.

Parents/Carers & Community Engagement

- Provide key communications in accessible formats; use interpreters/translation for critical information and meetings.
- Hold workshops on supporting learning and reading at home (including in first languages).
- Celebrate languages and cultures through curriculum and events.

Staff Development (CPD)

- Annual whole-school training on EAL pedagogy and classroom strategies.
- Coaching, co-planning and learning walks focused on language-aware teaching.
- Access to specialist training and professional networks; induction for new staff includes expectations related to EAL.

Data, Information Sharing & Privacy

- Language background and assessment data are recorded securely and shared with staff on a need-to-know basis.
- Use of translators/interpreters follows school data protection procedures and confidentiality expectations.

Monitoring, Evaluation & Review

- EAL Lead provides termly reports on admissions, proficiency distribution, progress and attainment.

- Leaders triangulate data with book looks, lesson visits and pupil/parent voice.
- Policy reviewed annually; impact informs improvement planning and resourcing.

Appendices

Appendix A: Language Background Questionnaire (summary)

- Child's legal/preferred name; date of birth; class/year group.
- Country of birth; arrival date; languages used at home and by the child; dominant language(s).
- Prior schooling (years of English study); literacy in the first language; any additional needs.
- Parent/carer contacts; preferred language for school communication; interpreter required (Y/N).

Appendix B: New Arrival Induction Checklist (summary)

- Welcome meeting with interpreter if needed; safeguarding/attendance explained; handbook issued.
- Tour, timetable, uniform, ICT credentials, library access, buddy allocated, class teacher introduced.
- Baseline assessments are scheduled; an ILP is drafted (if needed) within two weeks; key staff are informed.

Appendix C: Individual Language Plan (ILP) Template (summary)

- Pupil details: proficiency stage A–E (by domain L/S/R/W); strengths/interests; barriers.
- Term targets (SMART) and success criteria; classroom strategies; intervention timetable (if any).
- Home–school actions; review date; progress notes.

Appendix D: Classroom Strategies Checklist (quick reference)

- Learning intention + language objective displayed.
- Visuals/graphic organisers used; key vocabulary pre-taught and revisited.
- Structured talk before writing; sentence stems and frames provided.

- Modelled writing and worked examples; guided practice; gradual release.

Feedback focuses on meaning first, then accuracy, and selective correction.

Link with other policies

- Antibullying Policy
- Behaviour Policy
- Complained Policy
- Remote learning policy
- Safeguarding Policy

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