



EAL / Language Policy

St Anne Line Catholic Infant School and Nursery

Policy Statement

At St Anne Line Catholic Infant School and Nursery, we recognise multilingualism as a strength and an asset. We are committed to ensuring that all pupils who speak English as an Additional Language (EAL) feel welcomed, valued and included and are enabled to achieve highly across all areas of the curriculum.

We believe that language acquisition and curriculum learning develop simultaneously and that every teacher is a language teacher. Through high-quality teaching, language-rich experiences and strong partnerships with families, we support pupils to become confident communicators, successful learners and active members of our school community.

This policy is informed by the principles of The Bell Foundation EAL Framework, which underpins our approach to teaching, assessment and inclusion. It should be read alongside the school's EAL Strategy, Curriculum Policy, SEND Policy and Assessment Policy.

Aims

The aims of this policy are to ensure that:

- Every pupil feels a strong sense of belonging.
- Multilingualism is recognised, celebrated and valued.
- EAL pupils acquire English effectively whilst maintaining and valuing their home language.
- Pupils access the full curriculum regardless of their stage of English proficiency.
- High expectations are maintained for all learners.
- Staff are equipped with evidence-informed strategies to support language development.
- Families are active partners in their children's education.

Definition of EAL

A pupil is identified as having English as an Additional Language (EAL) if they are exposed to a language at home that is known or believed to be other than English.

EAL learners are a diverse group and may:

- Be newly arrived to the UK.
- Be fluent in several languages.
- Have literacy skills in another language.



- Be at different stages of English acquisition.
- Experience mobility or interrupted schooling.

The school recognises that learning English as an additional language is not a special educational need, although some pupils may have SEND in addition to EAL.

Principles of Effective EAL Provision

Our provision is built around the five principles identified by **The Bell Foundation**.

1. Activating Prior Learning and Home Languages

We recognise that pupils bring a wealth of linguistic, cultural and educational experiences to school. These experiences provide a foundation for future learning and should be actively drawn upon.

At St Anne Line we:

- Celebrate and value home languages and cultures.
- Encourage pupils to use their first language to support understanding and thinking.
- Include multilingual books, displays and resources.
- Promote cultural understanding through the curriculum, RE, PSHE and whole-school events.
- Work closely with families to understand children's experiences and prior learning.
- Support new arrivals through structured induction and pastoral care.

We believe that when pupils see their language and identity reflected in school life, they develop confidence, belonging and positive attitudes towards learning. This reflects our strategic priority of creating belonging and inclusion for every child.

2. Scaffolding Language and Curriculum Learning

We believe all pupils are entitled to access the full curriculum regardless of their stage of English acquisition.

Teachers provide carefully planned support that enables pupils to access learning whilst maintaining high expectations.

Strategies include:

- Explicit modelling of language.
- Visual supports and dual coding.
- Widgit symbols and visual timetables.
- Sentence stems and speaking frames.



- Structured questioning.
- Use of concrete resources and demonstrations.
- Breaking tasks into manageable steps.
- Repetition and retrieval of key concepts.
- Pre-teaching essential vocabulary.

Teachers adapt access to learning without lowering expectations.

Quality First Teaching is the foundation of EAL provision and all staff share responsibility for developing pupils' language alongside knowledge and skills.

3. Developing Academic Language and Vocabulary

Language development is central to our curriculum from Nursery to Year 2.

We recognise that pupils need both:

- Social language for everyday communication.
- Academic language to access increasingly complex curriculum content.

Teachers explicitly teach:

Tier 1 Vocabulary

Everyday words and language structures needed for social interaction.

Tier 2 Vocabulary

High-frequency academic vocabulary used across the curriculum.

Tier 3 Vocabulary

Subject-specific vocabulary linked to disciplinary learning.

Vocabulary is:

- Carefully planned.
- Explicitly taught.
- Revisited regularly.
- Modelled in context.
- Applied across different curriculum areas.

In the Early Years, adults develop language through:

- High-quality interactions.
- Storytelling and shared reading.



- Singing and rhyme.
- Purposeful play.
- Sustained shared thinking.
- Explicit modelling of vocabulary and sentence structures.

This language-rich approach continues throughout the school, enabling pupils to develop confidence and independence as communicators and learners.

4. Encouraging Interaction and Purposeful Talk

We recognise that spoken language is the foundation of literacy, learning and academic success.

Children learn language most effectively through meaningful interaction with adults and peers.

Teachers provide regular opportunities for pupils to:

- Listen attentively.
- Discuss ideas.
- Rehearse language.
- Explain their thinking.
- Ask and answer questions.
- Present information.
- Justify opinions.

Staff use strategies such as:

- Think-Pair-Share.
- Turn and Talk.
- Talk Partners.
- Structured Discussion.
- Oral Rehearsal.
- Sentence Stems.
- Speaking Frames.

Adults model language continuously and provide scaffolded opportunities for pupils to practise increasingly sophisticated vocabulary and language structures.

Where appropriate, staff who speak pupils' home languages use them to support understanding, belonging and communication.

5. Reviewing, Assessing and Monitoring Progress

Language acquisition is a developmental process and pupils progress at different rates.

Assessment is used to:



- Identify strengths and next steps.
- Monitor language development.
- Inform teaching and intervention.
- Ensure pupils make sustained progress.

The school monitors EAL pupils through:

- Teacher assessment.
- Classroom observation.
- Pupil progress meetings.
- Learning walks.
- Work scrutiny.
- Pupil voice.
- Language Link assessments.
- The Bell Foundation EAL Assessment Framework.

Particular attention is given to:

- New arrivals.
- Pupils with little or no English.
- Mobile pupils.
- EAL pupils who may also have SEND.

Assessment information is used to ensure that pupils receive appropriate support and that language acquisition is not confused with special educational needs.

Partnership with Families

Families are key partners in children's language development and educational success.

We therefore:

- Value and celebrate home languages.
- Encourage families to maintain first-language development.
- Provide accessible and, where appropriate, translated communication.
- Support families in understanding school systems and curriculum expectations.
- Build strong links with the wider community and parish.

We believe that strong home-school partnerships help children develop confidence, belonging and academic success.

Roles and Responsibilities

Governing Body



The Governing Body will:

- Monitor outcomes for EAL pupils.
- Ensure compliance with equality legislation.
- Support the strategic development of EAL provision.

Headteacher

The Headteacher will:

- Promote an inclusive ethos.
- Ensure staff receive appropriate training.
- Monitor the effectiveness of EAL provision.

EAL Leader

The EAL Leader will:

- Coordinate EAL provision.
- Support assessment and monitoring.
- Lead professional development.
- Support staff and families.
- Oversee induction for new arrivals.

All Staff

All staff will:

- Recognise that every teacher is a language teacher.
- Deliver high-quality, inclusive teaching.
- Maintain high expectations.
- Promote language development across the curriculum.
- Foster a culture of belonging and inclusion.

Monitoring and Review

This policy will be reviewed annually by the EAL Leader and Senior Leadership Team.

Its effectiveness will be evaluated through:

- Pupil outcomes and progress data.
- Bell Foundation EAL assessments.
- Monitoring of teaching and learning.
- Pupil and parent voice.
- Review of induction and intervention programmes.



Intended Impact

Through this policy and our EAL Strategy, we aim for all multilingual learners to:

- Feel welcomed, valued and included.
- Develop a strong sense of belonging.
- Acquire English rapidly and confidently.
- Access the full curriculum successfully.
- Develop strong speaking, listening, reading and writing skills.
- Achieve highly across all areas of learning.
- Leave St Anne Line as confident, successful and valued members of the community.