The Park Federation Academy Trust

Montem Academy

English as an Additional Language Policy

2026-2027

Approval

Date of approval	September 2026
Date of review	September 2027

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Section 1: Introduction and Aims

This policy is a statement of Montem Academy's aims and strategies to ensure that EAL pupils who speak English as an additional language (EAL) fulfil their potential.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At Montem Academy (MA), we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the MA's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL and so to raise pupil achievement.

Section 2: EAL Provision

When children start at MA, Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

EAL pupils are entitled to be taught the full range of national curriculum subjects and all their teachers have a responsibility for teaching English as well as other subject content. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible. Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

Section 3: Assessment

All EAL pupils are entitled to assessments as required. Staff have regular opportunities to discuss pupil progress, needs and targets. Progress in the acquisition of English (through Communication, Language and Literacy) is regularly assessed and monitored. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

When planning and monitoring our EAL provision and assessment procedures, we will ensure that:

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Section 4: Teaching Strategies

Classroom activities should have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons. Key language features of each curriculum area (e.g. key vocabulary, uses of language) should be identified. Enhanced opportunities must be provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils need to have access to effective staff and peer models of spoken language.

Additional visual support should be provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture. Additional verbal support can also be provided e.g. repetition, modelling, peer support. Lessons should build in the use of collaborative activities that involve purposeful talk and encourage and support active participation. Discussion should be provided before, during and after reading and writing activities. Scaffolding may be provided for language and learning, e.g. talk frames, writing frames.

Suitable resources should be provided such as dual language text books, dictionaries and key word lists.

Section 5: Special Educational Needs and More Able Pupils

Most EAL pupils needing additional support do not have SEN. Should SEN be identified, EAL pupils have equal access to MA's SEN provision. If EAL pupils are identified as more able, they have equal access to MA's provision in this area.

Section 6: Parental/Community Involvement

Our staff will strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.
- recognising and encouraging the use of a pupil's first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.