

Girton Glebe Primary School

English as an Additional Language (EAL) Policy

Approved by the Local Governing Body	March 2026
Review cycle	September 2029

Document Control

New Version Number	Key changes from previous version	Date of ratification

‘A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.’
(DfE, Schools, Pupils and their Characteristics, July 2020)

Girton Glebe Primary School is an increasingly linguistically diverse community. At the start of 2026, we had over 20 different home languages represented across the school. We currently have **191 children**, of whom **58 (30.4%)** have English as an additional language (EAL).

We are committed to providing high-quality teaching, targeted support, and inclusive practice for pupils who have EAL or are bilingual. We value the cultural and linguistic strengths that EAL pupils bring to our school and are dedicated to ensuring equality of access, high achievement, and a strong sense of belonging.

1. Aims and Objectives

We aim to:

- Welcome and value the cultural, linguistic, and educational experiences that EAL students bring to our school.
- Implement whole-school strategies to ensure that EAL learners can access the curriculum.
- Support pupils to develop confidence and acquire the English language skills needed to fulfil their academic potential.
- Assess pupils’ skills, prior knowledge, and language needs accurately and use this information to plan appropriate support.
- Equip teachers and support staff with the knowledge, skills, and resources needed to support and monitor EAL learners effectively.
- Monitor progress systematically and use data to inform curriculum planning, teaching approaches, and target-setting.
- Maintain and enhance pupils’ self-esteem by recognising and valuing their home languages and cultural identities.

2. Parental and Community Involvement

We believe pupils learn best when they feel secure, valued, and connected. We promote parental and community engagement by:

- Providing a welcoming, structured induction process for newly arrived pupils and their families.

- Using plain English and, where appropriate and available, translators or interpreters to support communication.
 - Identifying pupils' linguistic, cultural, and religious backgrounds and building positive partnerships with families.
 - Celebrating and acknowledging the achievements of EAL learners.
 - Encouraging and supporting EAL pupils and families to participate in extracurricular activities and whole-school events.
-

3. Assessment

Our EAL support is based on accurate assessment of each pupil's prior knowledge, educational background, and level of English. Class teachers carry out an initial assessment during the first month of enrolment. Progress is recorded and monitored using electronic progress trackers, ongoing classwork, and responses to EAL interventions.

Pupils are assessed and supported if:

- Parents/carers indicate on admission forms that their child needs EAL support; or
- The Headteacher identifies, during the International Admission Meeting and via an in-school questionnaire, that the pupil may experience barriers to accessing the curriculum due to limited English.

EAL pupils learn alongside their peers in mainstream classes. Newly arrived pupils who are unable to access the curriculum independently may receive short, targeted withdrawal sessions to build foundational English and literacy skills. Class teachers and the EAL support assistant plan these interventions, focusing on vocabulary, grammar, reading comprehension, and oral language development.

Class teachers remain responsible for ensuring full curriculum access through appropriate adaptation and support.

4. Strategies

We promote effective language development through:

- Establishing a positive, inclusive language ethos across the school.
- Recognising that limited English does not equate to limited cognitive ability or lack of literacy in a pupil's first language.
- Valuing and acknowledging pupils' cultural and linguistic identities to promote self-esteem.

- Ensuring that all teachers and support staff take responsibility for language development.
 - Maintaining regular liaison between class teachers and EAL support staff to plan appropriate strategies, such as visual supports, writing frames, vocabulary lists, repetition, rephrasing, drama, and role play.
 - Ensuring classrooms are both socially and academically inclusive.
 - Using knowledge of pupils' language proficiency and academic strengths to inform curriculum planning, teaching approaches, and grouping arrangements.
-

5. Teaching and Learning

To meet the needs of EAL pupils, staff will:

- Participate in regular specialist EAL CPD led by the Trust's EAL Advisor.
 - Provide adapted resources, including visuals, dual-coding, and key vocabulary lists.
 - Use a range of strategies to reinforce understanding and develop language in context.
 - Maintain high expectations and encourage full participation in classroom activities.
 - Monitor progress carefully and set appropriately challenging but achievable tasks.
 - Provide additional processing time when needed.
 - Allow pupils to draw on their fluent language(s) where appropriate to support conceptual understanding.
 - Recognise that newly arrived pupils may experience a "silent period", during which receptive understanding exceeds verbal output.
 - Use grouping strategies that provide strong models of English.
 - Employ collaborative learning approaches.
-

6. Responsibilities

Headteacher

- Gathers relevant information during the International Admission Meeting and informs the EAL support assistant so that timely support can be arranged.
- Ensures parents, carers, and staff are aware of the EAL policy.
- Monitors the effectiveness of EAL teaching and pupil progress.
- Ensures staff have access to regular specialist EAL training.

Class Teacher

- Carries out initial English proficiency assessments within the first month of a pupil joining the school.
- Updates electronic EAL progress trackers regularly and monitors progress.
- Sets language-focused targets and plans appropriate classroom support.
- Works in partnership with the EAL support assistant and SENCO to identify any learning needs that may be masked by language barriers.
- Supports EAL pupils academically and pastorally, liaising with families and external agencies where necessary.
- Adapts teaching to ensure full curriculum access.
- Participates in regular EAL CPD.

EAL Specialist Teaching Assistant

- Collates information gathered during admissions and shares it with teachers.
- Maintains the EAL School Register using updated progress tracker information.
- Supports teachers to monitor pupil progress and reports updates regularly.
- Takes part in specialist EAL CPD.
- Provides withdrawal language sessions for newly arrived pupils when needed.
- Reports regularly to a designated member of SLT.