



Beaconhouse Private School Al Ain

EAL POLICY

2025-2026

(Reviewed in August 2025)

Reviewed by:	SLT
Review Date:	August 2025
Next Review Date:	June 2026
SLT's Signature:	
Principal's Signature:	
Board Governor's Signature:	



Table of Contents

1. Mission Statement:	3
2. Aims of the EAL Policy:	3
3. Key Principles of Additional Language Acquisition:	3
4. Assessment:	4
5. Roles and Responsibilities:	4
5.1 All staff has responsibility for	5
5.2 All teachers have responsibility for	5
5.3 The leadership team will work with teachers to:	5
6. Teaching Strategies:	5

1. Mission Statement:

All children need to feel safe, accepted and valued in order to learn. For children who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background.

At Beaconhouse Al Ain School, we aim to offer an inclusive education in which the child's first language is encouraged to develop alongside their acquisition of English.

2. Aims of the EAL Policy:

The aims of this policy are to raise awareness of the school's obligations to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of children who have English as an additional language.

We aim to ensure that children who have English as an additional language are able to:

- Access all areas of the curriculum
- Reach their full potential
- Work with a growing degree of confidence and independence
- Express themselves confidently in a range of situations on a variety of subjects to differing audiences
- Express themselves in both spoken and written English
- Have access to a range of resources which will aid their learning

3. Key Principles of Additional Language Acquisition:

- EAL children are entitled to the full National Curriculum Programmes of Study and all teachers have a shared 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 must be made explicit.

- Language is central to our identity. The home languages of all children and staff are recognised and valued. Children are encouraged to maintain their home language and to use in the school environment where appropriate.
- Although many children rapidly acquire the ability to communicate on a day-to-day basis in English, the level of language needed to effectively access the curriculum for academic study requires continuing support.
- 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 the use of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

4. Assessment:

- Target children', who are not making significant progress identified by the traffic light system are provided with further support to access the curriculum through the support of the Learning Assistant in the classroom or one-to-one support.
- The class teacher, Co Teacher or Learning Support Assistant may, on occasions when specific difficulties and misconceptions arise, need to provide individual support either before or during the main lesson.
- An initial assessment is carried out after the child has settled in, generally after two weeks.
- The QCA EAL Steps describe levels of EAL development below National Curriculum English Level 2.
- Planning, Monitoring and Evaluation.
- Planning for EAL children incorporates both curriculum and EAL specific objectives
- Short term planning details support for EAL children as well as the role of supporting adults
- Teachers regularly observe, assess and record information about children's developing use of language.
- Child progress is assessed routinely to inform planning.
- The progress of EAL children is tracked twice a term, using a traffic light system in order to identify further steps and children who need further support and intervention.

5. Roles and Responsibilities:

All staff has a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening.

5.1 All staff has responsibility for

Modelling good use of English, in extending sentences and encouraging children to do the same

5.2 All teachers have responsibility for

- Planning work in the context of a child's stage of fluency and anticipating opportunities for developing use of English.
- Setting targets for speaking and listening
- Assessing and tracking progress in speaking, listening, reading and writing

5.3 The leadership team will work with teachers to:

- Produce additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency.
- Support whole school or year group planning with additional input on developing language across the curriculum.
- Identify and provide resources which support children learning English as an additional language.
- Ensure that parents are encouraged to support the child at home with their developing use of language, their understanding of the curriculum and developing confidence to engage in English language activities.

6. Teaching Strategies:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable children to participate in lessons.
- Key language features of each curriculum area, e.g.: key vocabulary, uses of language, forms of text, are identified and support lists/booklets are recommended.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk.
- Additional visual support is provided such as posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided such as repetition, modelling and peer support
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning such as talk frames.

