



Northbourne Park School (including EYFS)

English as an Additional Language (EAL) Policy

Date created: August 2020
Last Reviewed: September 2026
Date for review: September 2028
Owned by: Director of Studies
Reviewers: SMT
Approved by: Board of Governor

Introduction

At Northbourne Park School, we are committed to ensuring that every pupil succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of our multilingual pupils, enabling them to do the best they can within a positive, supportive, secure, and safe learning environment.

All pupils need to feel safe, accepted and valued to learn. For children who are learning English as an additional language (EAL), this includes recognising, valuing, and celebrating their home language and culture. As a school, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum and promoting language awareness. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English: every teacher at NPS is a teacher of EAL. For EAL pupils in the English system, language acquisition is supported through classroom differentiation and support, as well as additional specialist EAL lessons. (See Appendix for helpful strategies for teachers).

Northbourne Park School receives new pupils throughout the academic year. Some pupils come for several years and complete Common Entrance, while others are short termers and come for only a term or a year. Pupils are assessed upon arrival, and EAL lessons are provided through One to one and group lessons are taught by our English teachers on a weekly basis.

For pupils in the Section Francais Bilingue, our EAL pupils are integrated into English stream for Art, Music, Sport, and Clubs. We provide a range of reading books that highlight the different ways in which English is used. We also ensure that there are many opportunities for talking with both adults and peers. As part of our Bilingual French programme, Science and Geography lessons are taught 50% in English from our French Curriculum from the second term.

To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English the school follows the Cambridge Certificate ESOL scheme at three levels:

- KET level for beginners, mainly CM2, sixième class
- PET level with Intermediates, mainly Cinquième class but sometimes sixième too.
- FCE (First Certificate in English level) mainly pupils with bilingual background and /or for those studying at school for the second year with good linguistic abilities.

Northbourne Park School is an accredited Cambridge Examination Centre.

Appendix:

Strategies for teachers

The Learning Enhancement Basics below are designed to help teachers support both EAL and SEND pupils in lessons.

Make it Clear	Plan Ahead	In The Classroom	Preps and Marking
Accessible font such as Calibri, Trebuchet or Arial	Be aware of students' needs - check iSams	Make key learning points clear at the start, check understanding and signpost the next lesson	Create an environment where it is OK to make mistakes
Size 12+ and 1.5 spacing on sheet	Plan for differentiation	Break down long tasks into manageable steps	Be realistic about what can be achieved in the allocated time
Size 20+ on presentation, pastel background	Pre-teach key topic vocabulary / provide glossaries	Present information in a variety of ways (diagrams / mind maps / videos / texts / flow charts etc.)	Allow knowledge to be presented in different ways, rather than always text-based
Justify left	Make longer texts available to students before the lesson	Allow thinking time and encourage collaboration	Use positive language when marking
Avoid <i>italics</i> and <u>underlining</u>	Provide marking criteria prior to task	Allow phone support where appropriate to research / extend vocabulary in creative tasks	Correct spelling of key topic words
Use bold to highlight	Provide visual support / clear notes to support oral lesson content	Avoid cognitive overload: do not continue to teach whilst students are writing or expect them to make lengthy notes	Be explicit about grammar and punctuation expectations, and correct grammar errors where appropriate to the task
Avoid combining red and green text (colour blindness)	Provide writing frames	Only volunteers should read aloud	Provide realistic targets for future work
Number or bullet point key information	Provide annotated model answers	Review key vocabulary and content regularly	Make lesson presentations available to help with preps and revision