



English as an Additional Language (EAL) Policy

“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be.”

Vision

Apple International School is an inclusive school, as a school we work closely with families to develop effective support programs that aim to minimize any identified barriers and support progress towards independence in learning.

Purpose

In accordance with the Academy’s ethos, all students will be given full access to all areas of learning and teachers will endeavor to ensure all pupils reach their full potential, irrespective of race, age, or ability, both for their self-fulfillment and for their eventual development into active and responsible adults. Our school ethos is to value the individuality, language, and cultural background of all our students.

The purposes of this policy are as follows:

- To create awareness among staff, students and parents about students receiving learning support, the nature of learning differences, and how they can best be supported within an inclusive community.
- To provide information to staff on EAL, the process of EAL student identification and the EAL Referral and EAL Exit processes.
- To increase the level of communication and consistency between classroom teachers, subject teachers, and leaders.
- To help new teachers/students/parents adjust to ELL practices at the Academy.
- Most importantly, to ensure that we recognize and meet the needs of students who require EAL support.

Roles & Responsibilities

- The principal, along with the senior leadership team, is responsible for the policy and its implementation and for ensuring that the progress of EAL students is closely monitored. The Head of Inclusion will also ensure effective liaison with staff and external support.



- Subject teachers are responsible for the progress of students within their own class and for effective collaboration with the Head of English, EAL teacher and support staff.
- EAL teacher and EAL support staff are responsible for supporting EAL students, in collaboration with and under leadership of the Head of Inclusion, SLT members, principal and subject teachers.
- EAL teacher is to work on lesson plan adjustments and EAL resources in collaboration with the SLT team members, Head of English, and support staff.
- Identify incoming EAL students, with support of the class teacher/English teacher.
- Develop EAL students' skills by simplifying the information and building on their previous knowledge.
- Differentiate planning and teaching to take into account the learning needs of students.
- Collaborate with the subject teachers /English teacher to plan and prepare material, worksheets, activities, and aids to develop the students' English skills. This collaboration provides sample opportunities to constantly reflect on the progress of each EAL support student in the class.
- Meet with class teacher/English teacher at least once a week to prepare the weekly plan material one week in advance.
- Encourage EAL students to always speak English while in school premises.

EAL Classification

The table on the next page explains the different types of EAL learners and their relative proficiency in English in the four strands of language knowledge: Listening; speaking; reading and viewing; & writing. This classification is based on the framework postulated by The Bell Foundation.





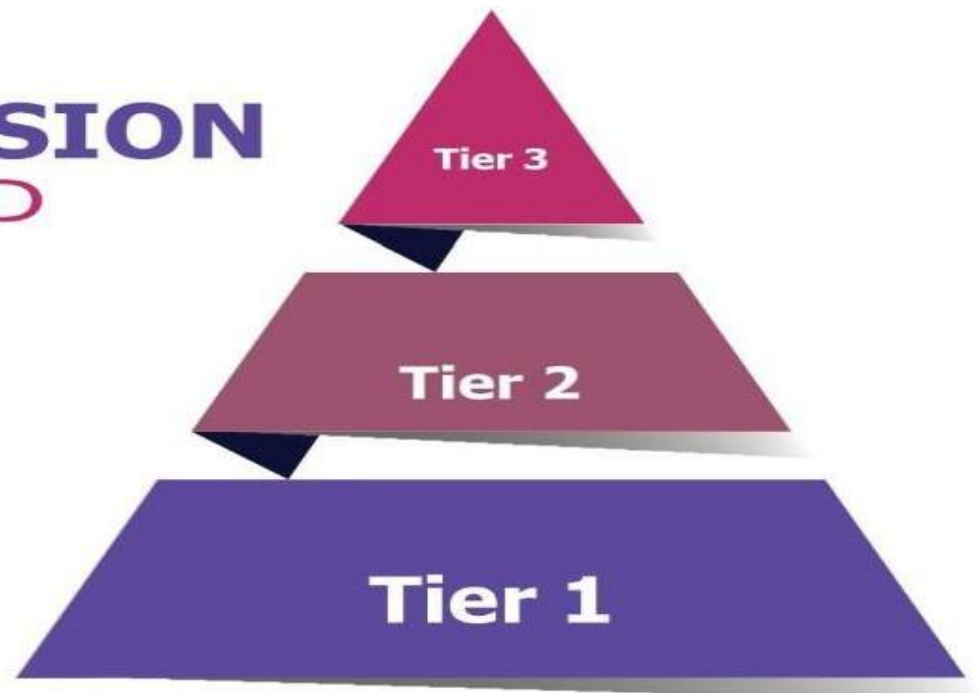
EAL learner	Listening	Speaking	Reading & Viewing	Writing
New to English or Beginning (Band A)	Engaging in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings.	Emerging competence in basic oral expressions.	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English.	Showing attempts at writing in English.
Early Acquisition or Emerging (Band B)	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the Context.	Oral competence includes emerging ability to respond verbally in interactions with others.	Making sense of written text at word and phrase/ sentence level, using visual information to help decipher meaning.	Demonstrating basic skills of spelling and sentence construction.
Developing Competence or Expanding (Band C)	Developing more independence in the use of the basic listening skills needed to engage with learning.	Emerging competence in spontaneous expression and communication.	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks.	Demonstrating competence in independent use of vocabulary and construction of simple Sentences.



Competent or Diversifying (Band D)	Applying listening skills over an increasing range of contexts and functions.	Competence in producing more varied and complex speech in a wider range of context.	Working with written language and accompanying visual and aural material productively, using different strategies in response to curriculum Tasks.	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency.
Fluent (Band E)	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.	Developing competence In fluent, creative use of English.	Engaging with curriculum-related reading activities independently and productively in different subject areas.	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level



ELL PROVISION PYRAMID



Tier 1

The Integrated Model where all students receive universal instruction/core instruction. This includes our bilingual students who within the mainstream classroom setting receive sheltered instruction through the use of effective differentiation based on planning for impact based on CAT4 Learning Profile and MAP testing data to inform flexible grouping.

Tier 2

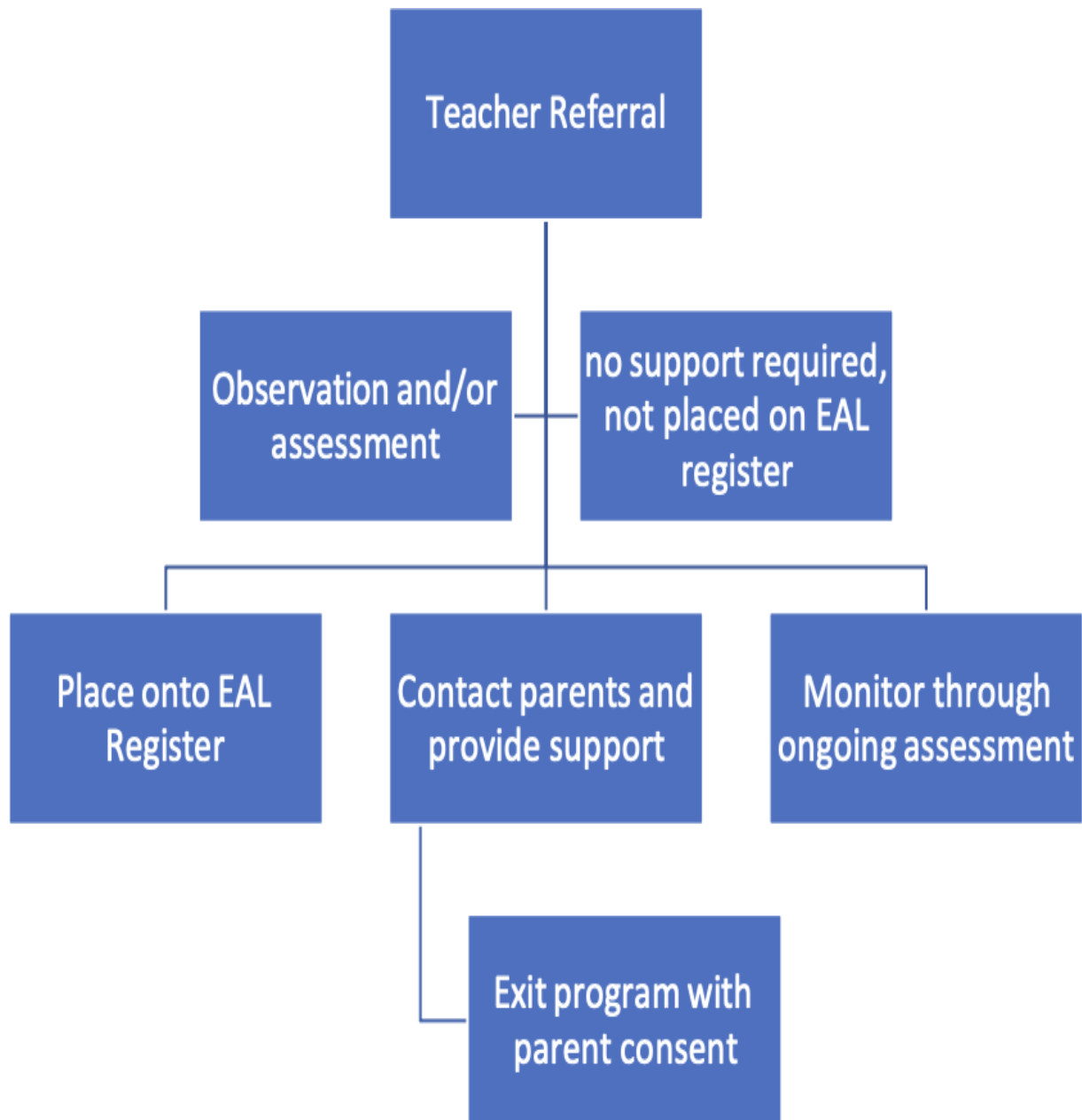
This is our disintegrated model. These are identified EAL students who have been tested using the initial screening assessment for EAL to identify their proficiency level in speaking, reading, writing, and listening. They receive targeted/supplemental small group interventions whereby during the English Lesson (EAL) they are pulled out by the EAL teacher to work in a small group setting. They are taught the same grade level content and standards as their peers in the classroom but with a heavy level of accommodation focusing on what they can do (Can Do Descriptors) with provided scaffolding to enable them to produce grade level outcomes.

Tier 3

Tier 3 students are completely new to the English language and have not been exposed to instruction in English in the previous years. These students require high intensity strategic intervention and are pulled out in all English language subjects. They are given one to one EAL support or targeted/supplemental group interventions.



EAL Referral Process





Exiting from the Support Program

- The length of time the student is in the program varies depending on the student's individual needs. Some students will make rapid progress and may only need support for a short amount of time. Others need more intensive support for up to 2 academic years.
- The EAL teacher, in coordination with the class teacher and specialist subject teachers will review internal and external progress data and discuss exit from the program on a termly basis.
- Should a student be struggling to make progress, a referral to the inclusion team may be considered.
- Students who have exited the program will be monitored for one year post the exit. This is to ensure that students can still access the curriculum as content becomes more rigorous each year.
- Students may be required to re-enter the EAL program if referred by other subject teachers.
- The level of support is reviewed on a termly basis, and the next steps in learning will be outlined in the termly Progress Report.

Key Principles

- All EAL children are different: they will have a huge variety of first languages, home backgrounds, previous experience of education and life in general.
- Their needs are linguistic: EAL is not synonymous with SEN.
- People learn a new language most easily when:
 - They are in a positive, secure, and helpful environment.
 - They are interacting with others.
 - The language items they are expected to use are clear and focused.
 - The new language items are presented to them in a meaningful context.
 - They hear the new language 'items' repeated several times.
 - They have the opportunity to repeat and use the new language items themselves.
 - Every attempt at speaking is praised.
 - The rules of the language are modelled naturally.
 - There are interesting things and events that stimulate language.
 - Gestures, body language, intonation, and facial expression reinforce the spoken word.
 - It can take UP TO 10 YEARS for EAL students to acquire academic English at the same level as their peers.
 - Collaboration, including joint planning, between mainstream class/subject teachers and learning support assistants or specialist EAL staff is crucial to ensuring effective support for the students.
 - Conversational ability will develop much more quickly than mastery of the language needed to succeed in the curriculum.

Strategies for Classroom Teachers

Children learning English as an additional language will still spend the vast majority of their time in the normal classroom setting, under the direction of the class teacher and other subject teachers. On occasions, it may be beneficial for individuals or small groups with similar linguistic needs to be withdrawn from the class for individual attention and/or support.

Please ensure you use the following strategies:

- Provide plenty of contextual support, such as pictures, objects, diagrams, actions, videos, gestures, etc.
- Identify and teach key words and phrases and provide opportunities for rehearsal.
- Value and draw on the student's previous knowledge, skills, and experiences.
- Ensure that topics, materials, and resources are culturally familiar and accessible.
- Group the learner with his/her intellectual and social peers and strong English language peer models.
- Keep instructions and explanations brief.
- Ensure clear layout of worksheets/support materials.
- Regularly check the student has understood instructions.
- Capitalize on bilingual opportunities in the classroom.
- Provide plenty of small group collaborative activities where listening and talking are central to learning.
- Provide key visuals to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps.
- Provide scaffolding for reading and writing tasks, e.g., writing frames and information grids.

EAL Policy Review

The Principal, Head of Teaching & Learning along with Head of Inclusion will ensure that the English Language Learning policy is reviewed, revised, and updated every two years. All staff involved in the development and will agree on the policy. All staff is responsible to ensure that the policy is a working document that it is referred to and reflected upon

Reviewed June 2026

Principal – Apple International School.