



EAL Policy

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Policy Links	SEN Policy Equal opportunities Policy Curriculum Policy

School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by: **Taqwa**: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence**.

At Quwwat-UI-Islam girls' school we adhere to the following:

- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

Quwwat ul Islam Girls' School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff, governors, volunteers and parents/carers to share this commitment.

Introduction

The term EAL is used when referring to pupils where the mother language at home is not English.

This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- ☐ The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- ☐ To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- ☐ To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- ☐ To encourage and enable parental support in improving children's attainment
- ☐ To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- ☐ To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- ☐ To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

- ☐ Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- ☐ Recognise the child's mother tongue; boost the child's self-esteem
- ☐ Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- ☐ Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- ☐ Extra time and support in exams will be awarded if appropriate providing and targeting appropriate reading materials that highlight different ways in which English may be used
- ☐ Allow pupils to use their mother tongue to explore concepts
- ☐ Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- ☐ Group children to ensure that EAL pupils hear good models of English
- ☐ Use collaborative learning techniques
- ☐ Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- ☐ Explain how speaking and writing in English are structured for different purposes across a range of subjects
- ☐ Ensure that there are effective opportunities for talking, and that talking is used to support writing

Assessment

- ☐ School Registration form identifies pupils where English is their second language
- ☐ We carry out on-going recording of attainment and progress in line with agreed school procedures.

Access and support

- ☐ All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- ☐ Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
- ☐ Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, intervention support will take place for a set period of time to address specific language or learning focus.

Foundation Stage

In the EYFS pupils learning of English as an additional language by:

- ☐ Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- ☐ Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- ☐ Providing support and planned activities to extend vocabulary

Responsibilities

- ☐ Parents and staff are aware of the school's policy on pupils with EAL
- ☐ Relevant information on pupils with EAL is shared with all staff
- ☐ Targets for pupils learning EAL are clearly set
- ☐ The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly