

English as an Additional Language (EAL) Protocol at Curledge Street Academy

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Aims

- To ensure that EAL students receive specific support that allows them to develop their linguistic competence in English.
- To implement specific strategies to ensure that EAL students have access to a broad and balanced curriculum at CSA.
- To value the knowledge of other languages, and to welcome the cultural and educational opportunities that a diverse community can offer CSA.

Legislation and Statutory Requirements

This protocol has been developed based on best practise and advice from:

- The Bell Foundation
- The Teaching Standards
- The Equality Act 2010

It should be read in conjunction with the following school policies:

- Admissions Procedure if a child is known to be bilingual

Introduction

This protocol sets out Curledge Street Academy's aims and strategies for meeting the needs and celebrating the skills of students who are learning English as an Additional Language (EAL).

This policy is underpinned by the school's commitment to equality, diversity and inclusion, and by current research in the field of EAL. This policy should be used to inform whole-school approaches to total communication, bilingualism and to signpost staff to strategies and support resources that can be used to support students.

Definition

The term EAL is used to describe a diverse group of students who are learning English as an Additional Language. In England, such learners are defined as those who are 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).

This definition applies to all students at all stages of learning English as an Additional Language, where some may be fluently bilingual, or at varying stages of language acquisition.

Context

Torbay does not have a strong history of language diversity, but there have been established pockets of minority languages in the area, including Polish and Turkish.

In 2024-2025, Curledge Street Academy has 19 home languages in its community, in addition to English. Increasingly, students are arriving at the early stages of acquisition, and may have been displaced by war or social change. These students require careful support in class and may also benefit from the additional pastoral support.

	Torbay 2011	National 2011	Torbay 2021	National 2021
English as main language at home	97.8%	92.3%	96.4%	91.1%

EAL Teaching and Learning

Curledge Street Academy recognises that students' first language (L1) is their natural learning tool, and supports the process of 'translanguaging', particularly in the early stages of language acquisition. This means that students can record information in their first language, and then translate key vocabulary into English. If the aim of a particular lesson is the understanding of a concept, then recording the concept in L1 is a natural learning strategy. This approach to teaching and learning is underpinned by NALDIC (The National Association for Language Development in the Curriculum) and The Bell Foundation.

Special Educational Needs and Gifted and Talented

Curledge Street Academy recognises that students with EAL may have additional needs, or may equally be gifted or talented in one or more curriculum areas.

If there is a concern about a student with EAL possibly having a Special Educational Need, teachers are directed to EAL strategies first, and then to SEN strategies. This helps to build a picture of the student's needs, and gathers evidence, should the concerns be

referred to an outside agency. There is guidance in the EAL folder on the shared drive, to help with the process of distinguishing between EAL and SEN needs.

EAL Provision

Provision for pupils with EAL at CSA includes:

- Additional admissions procedure for EAL children
- Early assessment of First 100 Words in English
- Providing communication cards with key vocabulary to help children in the early stages of language acquisition
- Access to tablet computers in all lessons for students with very early-stage language acquisition.
- Access to the Racing to English programme if pupils demonstrate a low level of literacy in any language.

Parents and the School Community

Curledge Street Academy has a bank of translated letters in community languages, to facilitate communication between school and home. Where possible, parents are also issued with guidance to the school system in the UK in their home language at any mid-phase admissions meeting.

Monitoring, Review and Evaluation of the Protocol

This protocol was created: September 2024

This protocol will be reviewed: September 2025

APPENDICES

APPENDIX A: Key Principles for Language Acquisition
APPENDIX B: Planning, monitoring and evaluation for EAL
APPENDIX C: Resources
APPENDIX D: Interpreting

APPENDIX A: Key Principles for Language Acquisition

Students may have a 'silent period' when first exposed to a new language. Curledge Street Academy recognises this as completely normal and understands that this can last for up to 6 months. Teachers should not demand that students speak during this period, which is used for observation and internalisation of the target language. Gentle reassurance, relationship building and continued communication with the student and their peers is essential during this time.

Curledge Street Academy strongly encourages the use of the first language at home. Parents are not advised to speak to their children in English at home, if this is not their normal practice. CSA promotes an additive not a replacement, or subtractive, model of language acquisition.

Standard Progression of Language Acquisition

Years	Stage	Skills
0-2	Basic Interpersonal Language Skills (BICS)	<ul style="list-style-type: none">- Able to manage social aspects of day-to-day communication- Learning key words and phrases- Can hold a conversation
3-5	Cognitive and Academic Language Proficiency (CALP)	<ul style="list-style-type: none">- Will need scaffolded tasks, pre-teaching of key vocabulary and grammar development activities.- Conversational fluency may mask challenges with academic understanding.
5-7	Cognitive and Academic Language Proficiency (CALP)	<ul style="list-style-type: none">- By the end of this phase, a student will be able to access all aspects of the English Language in the classroom with confidence.

APPENDIX B: Planning, Monitoring and Evaluation for EAL

At Curledge Street Academy, Teachers plan explicitly for the needs of their EAL pupils, both in terms of their linguistic and curriculum requirements.

Students at all levels of language acquisition should be given the opportunity to explore a range of language functions across the curriculum, including hypothesising, questioning, comparing, sequencing and reporting.

Curledge Street Academy uses the Bell Foundation EAL Tracking Tool to monitor the progress of its bilingual learners. The tracking tool has embedded targets and strategies for each student. Progress is reviewed termly.

The Bell Foundation student tracking tool identifies students' language levels across 5 bands, A-E, where A is the lowest. A brief synopsis of the levels is below:

Band A: Learners who are New to English

- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases

Learners working at band A will require considerable support to access curriculum content.

Band B: Learners who are at the Early Acquisition Stage

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations

Learners working at band B will still need a significant amount of EAL support to access the curriculum.

During the New to English and Early Acquisition stages, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

Students usually operate in Bands A and B in the first 2 years of learning English.

Band C: Learners who are at the Developing Competence stage

At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

Learners working at band C will require on-going EAL support to access the curriculum fully.

At this stage, the focus for teaching and support should be about increasing the range and accuracy of language use. EAL learners who are Developing Competence need to be encouraged to notice key features of English and self-correct.

Students operating in band C will be in the first 2-5 years of learning English.

Band D: Learners who are at the Competent stage

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

Band E: Learners who are Fluent in English

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

At bands D and E, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control genre and register, and varying style and format to adapt to different requirements and contexts.

Learners working at bands D and E may still need some/occasional support to access complex curriculum material and tasks

APPENDIX C: Resources

Students in the early bands of language acquisition (Bands A and B) are able to access a tablet computer to assist with translation of key words and for everyday communication in the classroom. Those with the very earliest levels of English are also issued with a set of communication cards (including phrases like 'I am lost' and 'I need the toilet') to aid immediate communication needs in the first days and weeks.

APPENDIX D: Interpreting

Curledge Street Academy recognises the value of using students as Young Interpreters in the school setting. Research shows that Young Interpreters often outperform their non-interpreter peers and display more sophisticated social interactions with others. There are definite advantages to interpreting, but some Young Interpreters say that they can find the role to be stressful. Staff should acknowledge the following:

When it is appropriate to use a child as an interpreter:

- Showing non-English visitors around the school
- Buddying with new arrivals to assist with learning school routines, layout etc
- Buddying with new arrivals during break and lunch times to introduce them to other students, or to assist with communication
- Supporting new arrivals to become familiar with lunchtime clubs and activities
- Helping a new arrival to communicate what they have written/ what they want to say
- Welcoming parents at parents' evenings or other events

When it is not appropriate to use a child as an interpreter:

- In formal meetings, where sensitive issues may be discussed, or where the cognitive challenge may be too high, for example in parent-teacher meetings or admissions meetings
- When a student is making a disclosure
- When asked or expected to interpret over a long period of time
- When asked to support other students during tests or screening programme