

PIERVIEW ACADEMY

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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1. Rationale

Pierview Academy values and celebrates the linguistic diversity of its community. We recognise that many of our students speak more than one language and bring rich cultural and linguistic experiences to school. Multilingualism is viewed as an asset and a strength.

We are committed to ensuring that the teaching, learning, achievement, attitudes and wellbeing of all students are prioritised. Every student is entitled to access a broad and balanced curriculum and to achieve the highest possible standards. To achieve this, we take account of each student's background, prior learning and individual needs.

Students learning English as an Additional Language (EAL) may have specific learning and assessment requirements linked to their stage of English language acquisition. However, they possess knowledge, understanding and cognitive skills equivalent to their monolingual peers. Their ability to engage with curriculum content may exceed their current level of communicative English.

This policy ensures that students with EAL are supported effectively so they can participate fully in school life and achieve academic success.

2. Aims

This policy aims to:

- Promote equality of opportunity and full curriculum access for students with EAL
- Recognise and value students' home languages as part of their identity and learning
- Support students in developing proficiency in spoken and written English
- Ensure teaching strategies are inclusive and responsive to language development needs
- Enable accurate and fair assessment of progress

This policy aligns with the Equality Act 2010 and reflects the school's commitment to eliminating discrimination and promoting inclusion.

3. Principles

At pierview Academy:

- Multilingualism is recognised as an asset.
- EAL is not regarded as a learning difficulty.
- Language acquisition is understood as a process that requires time, structured support and high expectations.
- Students with EAL have equal entitlement to the National Curriculum and all aspects of school life.
- High-quality teaching is the primary vehicle for language development.

4. Teaching and Learning

In partnership with the Curriculum Lead, teachers implement strategies to support students learning English as an Additional Language.

4.1 Developing Spoken and Written English

Teachers support language development by:

- Explicitly teaching subject-specific and technical vocabulary, as well as everyday meanings, idioms and figurative language
- Displaying and reinforcing key vocabulary across subjects
- Modelling how speaking and writing are structured for different purposes and audiences
- Providing a range of reading materials that reflect different uses and forms of English
- Creating structured opportunities for purposeful talk to support writing and comprehension
- Encouraging students to transfer knowledge, skills and understanding from their home language to English
- Building on students' linguistic experiences at home and within their communities

5. Curriculum Access

All students follow programmes of study matched to their interests, needs and abilities. Students with EAL access the same curriculum as their peers and are not routinely given separate or simplified work, except where part of a targeted intervention programme.

Access is supported through:

- Differentiated and scaffolded teaching approaches
- Carefully selected texts appropriate to age and stage of English acquisition
- Visual aids, modelling, and contextual support
- ICT resources, audio-visual materials and bilingual dictionaries where appropriate
- The use of home or first language to support conceptual understanding
- Clear literacy targets for identified students

Where appropriate, a Learning Support Assistant (LSA) who speaks the student's first language may be deployed to facilitate curriculum access. LSAs work collaboratively with teachers to support individuals or small groups within the classroom setting.

6. Assessment and Monitoring

The school uses the Bell Foundation EAL Assessment Framework to assess and monitor English language proficiency for students who are new to English.

Students identified as requiring additional support are:

- Assessed on entry
- Monitored termly
- Set appropriate language development targets

Assessment information informs planning, intervention and review to ensure progress in both language acquisition and curriculum learning.

7. Roles and Responsibilities

Senior Leadership Team

- Ensure compliance with equality legislation
- Monitor the effectiveness of EAL provision
- Allocate appropriate resources

Curriculum Lead

- Oversee implementation of EAL strategies across subjects
- Support staff in adapting curriculum delivery

Class Teachers

- Deliver high-quality inclusive teaching
- Monitor progress and adapt instruction accordingly
- Maintain high expectations for all learners

Learning Support Assistants

- Support language development and curriculum access
- Work collaboratively within classroom settings

8. Review

This policy is reviewed annually to ensure alignment with statutory guidance, best practice, and the evolving needs of the school community.