
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Policy Custodian: Deputy Head (Academic)

Approving Body: MTS Senior Leadership Team

Approved: February 2022

Where a pupil with EAL is identified, the Learning Support department will conduct a review to determine their level of language development and what support or monitoring is most appropriate:

English Development Level	Support Provided
A New to English	QFT supported by a pupil fact sheet, in class support and modified curriculum
B Early Acquisition	QFT supported by a pupil fact sheet, in class support and modified curriculum
C Developing competence	QFT supported by a pupil fact sheet and regular in class support
D - Competent	QFT supported by a pupil fact sheet and in class support where necessary
E Fluent	QFT with tutor monitoring

In the overwhelming

Appendix - English Development Levels

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language. Operates without EAL support across the curriculum.

Source: English proficiency of pupils with English as an additional language (DfE 2020)