

## Blessed Edward Oldcorne Catholic College

# English as an Additional Language Framework

### Introduction:

At Blessed Edward Oldcorne Catholic College we believe that every student should strive to achieve the best and to make the most of the opportunities that we have to offer, including students with EAL backgrounds.

**'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'** (DfE Schools, Pupils and their Characteristics July 2020)

This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country/school where English is not the first language;
- Newly arrived from a foreign country where English is not the first language but from an English-speaking school;
- Born abroad, but moved to the UK at some point earlier in childhood;
- Born in the UK, but in a family where the main language is not English.
- EAL pupils will need varying levels of provision.
- EAL-Co to follow the Bell Foundation's descriptors and allocate an English Proficiency Code for all EAL students.

### The purpose of this framework:

Our aim is to ensure that **all students** with English as an additional language are afforded equal opportunities, enabling them to access a comprehensive and inclusive curriculum tailored to their unique needs. By doing so, we strive to support EAL pupils in achieving their full potential, recognising and valuing their diverse backgrounds while providing the resources and support necessary for their academic success.

To foster academic progress, EAL pupils should be grouped by their cognitive abilities rather than solely by their English language skills, ensuring they have access to resources that are not only suitable for their age but also linguistically and culturally relevant. It is important to integrate language objectives throughout all curriculum areas, so that language and literacy are actively taught within each subject, using visual aids and tailored strategies to make the curriculum accessible. Supporting the maintenance and use of pupils' first languages is encouraged to enhance their conceptual understanding while learning English, and, where feasible, assessing EAL

pupils in their home language helps to accurately identify any special educational needs. Targeted support for developing oracy and literacy should be provided to those not yet confident in English, and all staff should undertake high-quality professional development in EAL teaching methods as recommended by the Bell Foundation. Strong collaboration with parents is vital; this includes empowering them to support their children's learning, making school information and activities accessible through bilingual support and dual language materials, and monitoring parental engagement alongside statutory test outcomes by language and ethnicity to tackle any underachievement. Finally, the school should champion multilingualism and celebrate the linguistic diversity present among all students.

## **Whole school language development:**

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

When designing schemes of work and lesson plans, teachers should carefully consider how to create opportunities for pupils to collaborate and discuss ideas, how to effectively model essential subject language through themselves, assistants, or peers, and which key vocabulary needs to be taught in an accessible manner. Additionally, they should choose appropriate texts for pupils to read and implement strategies to support reading for a diverse range of learners, as well as adapt written tasks to suit varying ability levels within the classroom. This should be done in liaison with the EALCo and be based on the English Proficiency Codes classification.

## **The role of class teacher in conjunction with the EAL-Co**

To support EAL pupils effectively, teachers should adopt consistent literacy teaching approaches that recognise and build upon the language skills and knowledge pupils already possess. This involves using targeted speaking and listening strategies to enhance subject learning, deliberately planning for the introduction and reinforcement of subject-specific vocabulary, and implementing active reading strategies that help pupils read with purpose and engage deeply with a range of texts. Additionally, teachers should model writing for key text types pertinent to their subject area, ensuring all pupils have clear examples to guide their own writing development. The EAL-Co can suggest and advise material to support and guide class teachers.

## **Proficiency in English:**

Information on a pupil's first language is collected and shared with staff. A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration.

The following categories are used when assessing an EAL student:

- **A-New to English:** May use the 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 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 his/her first language. **Operates with some EAL support across the curriculum.**
- **N:** Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

#### **EAL 2025-2026 Proficiency Codes:**

##### **Year 7**

<b>English Proficiency Codes:</b>
Code A: 0
Code B: 6
Code C: 5
Code D: 1
Code E: 23
<b>Total 35</b>

## 2025/26

### Year 8

<b>English proficiency Code:</b>
Code A: 1
Code B: 4
Code C: 9
Code D: 4
Code E: 51
<b>Total:69</b>

### Year 9

<b>English Proficiency Code:</b>
Code A: 0
Code B: 3
Code C: 5
Code D: 4
Code E- 35
<b>Total 47</b>

### Year 10

#### English Proficiency Code

Code A: 1
Code B: 4
Code C: 6
Code D: 2
Code E: 52
<b>Total: 65</b>

### Year 11

#### English Proficiency Code:

Code A:	1
Code B:	4
Code C:	3
Code D:	4
Code E:	43
<b>Total no</b>	<b>55</b>

An EAL student can move through the codes depending on each individual's language skills, access to planned support and monitored progress. It can vary from at least a few months to 2 years.

Upon arrival, each EAL student is assessed by the EAL Lead to determine their level of English proficiency. This evaluation is based on a series of baseline tests and they are aligned with the Bell Foundation proficiency descriptors.

It is important to note that when an EAL student reaches a proficiency code of E-fluent, they will still receive support from the EAL coordinator. Frequently, these students will mask understanding of English language nuances and idioms. Also, we find their parents frequently have poor English acquisition which means home-school communications can be difficult.

#### **Identification and assessment of EAL:**

To identify the specific needs of EAL pupils, the school undertakes a thorough and multi-faceted approach. The process begins with a careful analysis of entrance data to establish a baseline understanding of each pupil's abilities. The EAL Coordinator then conducts formal assessments across reading, writing, speaking and listening, ensuring that no aspect of language proficiency is overlooked. Alongside these formal measures, work samples are reviewed to provide further insight into a pupil's academic strengths and areas for development.

Teachers play a crucial role in this process, offering valuable comments and observations based on their day-to-day interactions with pupils. Non-verbal reasoning and baseline tests are also administered to build a comprehensive profile of each learner. The perspectives and experiences of the pupils themselves are taken into account, as is input from parents or guardians whenever possible, allowing for a more holistic understanding of the child's background and needs.

#### **Role of the EAL Coordinator (EALCO)**

The EAL Coordinator plays a pivotal role in the school, collaborating closely with the Senior Leadership Team (SLT) to develop, oversee and periodically review the EAL practice and framework. This includes liaising regularly with the SLT regarding framework updates and the provision for EAL pupils, as well as ensuring that pupils who require EAL support are identified, assessed and monitored through the school data analysis. The coordinator is responsible for maintaining up-to-date EAL registers and records on the school's Management Information System (MIS), ensuring that pertinent information is communicated to staff through reports via MIS system. The reports are mainly produced for EAL students from codes A-D while the ones classified as code E are monitored for academic performance, attendance, behaviour and pastoral purposes. In addition, they coordinate academic, pastoral and welfare support for EAL pupils, working in partnership with the SENCO to guarantee curriculum coverage, continuity and progression. The EAL Coordinator also offers guidance to

pupils concerning EAL examinations, first language assessments and GCSEs, providing tailored advice to support their academic journey. As part of our tailored programme for EAL students, we provide opportunities to sit UK-equivalent MFL qualification examinations in their native languages. To further enhance our curriculum offer, we also deliver the IGCSE in English as an Additional Language for selected students on codes A and B. These are incorporated into bespoke timetables, which can be implemented as required to meet individual needs.

Beyond direct support for pupils, the EAL Coordinator serves as an essential resource for school staff, offering advice on effective teaching strategies and appropriate materials for EAL learners through emails and meetings. They also foster engagement with parents or guardians, involving them in key decisions during parents' evenings and at other suitable opportunities. Establishing links with both the immediate school community and broader networks, the coordinator seeks to enhance EAL provision and promote positive experiences for all pupils. Fundamentally, they act as an advocate for EAL pupils, championing bilingualism and celebrating diversity within the school environment, helping to create an inclusive atmosphere where every student can thrive, e.g. celebrating festivals like Diwali, Eid, Holi and others. The EAL Coordinator supports the development of EAL students' linguistic and social skills by implementing the Young Interpreter Scheme. This initiative appoints selected students as Young Interpreters, enabling them to act as ambassadors who assist new arrivals and provide peer support within the school community.

### **Pastoral provision:**

To ensure the pastoral provision for EAL pupils is both welcoming and supportive, the school provides an induction welcome pack and actively encourages integration through buddy schemes or YIS ambassadors, matching pupils with older students, those who share their language, or lesson partners. Weekly support sessions are offered by the EAL-Co, Heads of Year, Learning Support Mentors, the Inclusion Lead, and the college counsellor, with support also available from external agencies. EAL pupils are encouraged to participate in the College's Catholic life, including worship activities led by form tutors, as well as school assemblies, calendar events, and clubs to foster social interaction. Additional support groups are accessible both within and outside the school, and regular contact is maintained with parents and guardians to ensure a holistic approach to inclusion and wellbeing.

### **Access to the wider curriculum and College culture.**

EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities. The school environment, both in and outside the classroom, should promote language development.

## 2025/26

The college structures and overall ethos should help EAL pupils integrate into the school, thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness. The integration of EAL pupils into the school community should extend to their families/guardians. As a college we celebrate bilingualism and multiculturalism as these are assets which make each individual unique and should be actively supported and acknowledged.

We believe in enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential. As this forms the underlying principle upon which the provision of support for learning is based, we consider this as a core part of our college values. Our whole school ethos reflects the value placed on diversity and the respect accorded to all individuals.

### **Current College EAL population.**

In total we have **271** students who are classified as EAL.

Year group breakdown:

Year 7	35
Year 8	69
Year 9	45
Year 10	65
Year 11	55

### **Students facing known barriers breakdown (in addition to EAL):**

SEND	10%
PP	17%
LAC/PLAC	0

### **Current EAL attendance:**

Overall: 92.78

Year 7	95.91%
Year 8	92.8%
Year 9	94.58%
Year 10	91%
Year 11	91.41%