BLOOM WORLD ACADEMY

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EAL Policy	
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BLOOM WORLD ACADEMY

1. Purpose and commitment

At Bloom World Academy, we want every student to feel known, included and able to contribute. The languages and experiences students bring to school are an important part of who they are and enrich our community. We work with students and families to build confidence in English while valuing and sustaining their home languages.

This policy explains how we identify language learning needs, understand individual progress and provide appropriate support. Quality First Teaching within the classroom is the foundation of our approach. Teachers use evidence from the EAL Profile of Competence and its tracker to plan teaching, remove language barriers and help students become increasingly independent.

The policy applies across the school to leaders, teachers and staff supporting learning, and guides our partnership with students and families. Assessment and support must reflect each student's age, educational experience and stage of English language development.

2. Unique definitions

English as an Additional Language

EAL refers to students whose main spoken language at home or mother tongue is not English. This describes a student's language background. It includes students who are fluent in English as well as those who are learning English, and does not by itself indicate a need for additional intervention.

English Language Learner

ELL refers to an English Language Learner at an early stage of English language acquisition who needs grade content adapted to make it accessible and may receive targeted intervention. Adaptations address language demands while maintaining appropriate challenge and access to grade learning.

Quality First Teaching

Quality First Teaching is the everyday, inclusive teaching through which teachers respond to individual needs. For EAL students, this includes explicit language teaching, purposeful interaction and carefully chosen scaffolds that are adjusted as independence develops.

Levels of support

Levels 1, 2 and 3 describe the provision a student receives. They are separate from the Profile of Competence codes and steps, which describe English language development. Support is reviewed in response to evidence and can change over time.

BLOOM WORLD ACADEMY

3. Quality First Teaching in every classroom

Every teacher is responsible for the language development and participation of the EAL students they teach. Students learn English through meaningful engagement with the curriculum, supported by explicit attention to the language they need to understand, discuss and demonstrate learning.

Teachers begin with the intended learning, identify the language demands and use the student's profile to select appropriate support. Fluent social conversation does not necessarily mean a student can independently understand or use the academic language required in lessons.

Planning for access and participation

- Know the learner. Use information about home languages, previous schooling, interests, strengths and the four language domains to identify the specific barrier to learning.
- Make language explicit. Teach essential vocabulary, sentence structures and subject language in context. Revisit these through discussion, reading and writing across the curriculum.
- Make meaning visible. Use objects, images, demonstrations, gestures, worked examples and clearly organised resources alongside spoken and written English.
- Structure classroom talk. Model responses, offer rehearsal with a partner and provide sentence starters or frames where needed. Create purposeful opportunities to explain, question and build on others' ideas.
- Give time to process. Break instructions into manageable stages, pause and check understanding through what students show or do. Invite communication through gesture, drawing or home language while spoken English develops.
- Use home languages as a resource. Where helpful, allow students to explore ideas, make connections and clarify meaning in a language they know well.
- Adapt access to grade content. Select accessible texts and formats, chunk information and provide vocabulary support while preserving the intended concepts and appropriate intellectual challenge.
- Build independence. Notice which prompts and scaffolds are needed, then keep, fade or change them in response to the student's learning.

An inclusive learning environment

Classrooms should make it safe to try unfamiliar language and learn from mistakes. Teachers recognise effort and progress, model language sensitively and avoid public correction that undermines confidence. Students who are not yet ready to speak still need welcoming interactions and meaningful ways to participate.

Grouping should be flexible and purposeful. Students need access to supportive peers and strong language models, as well as opportunities to demonstrate their strengths. EAL identification must not lead to fixed assumptions about ability, attainment or potential.

4. Identification assessment and progress

Understanding the student

On admission, the school gathers information about languages spoken, the main language used at home, previous education and any earlier language support. Teachers build on this information through family discussion, student voice, observation and classroom evidence. EAL students are admitted in line with the Admissions Policy.

The All About Me and My Voice sections of the profile help staff understand the student's interests, confidence, strengths and experiences. Identification and assessment continue after admission, as language demands change and new needs become apparent.

The Profile of Competence

BWA uses its EAL Profile of Competence, aligned with the Bell Framework, and the accompanying tracker to assess and monitor Listening and Understanding, Speaking, Reading and Writing. Teachers establish a baseline and use dated evidence from everyday learning to identify what a student can do and what to teach next.

Code	Stage	Profile steps
A	New to English	1–2
B	Early Acquisition	3–4
C	Developing Competence	5–6
D	Competent	7
E	Fluent	8

Students may be at different steps in different domains. Staff retain this detail when planning support; an overall judgement must not conceal a significant need in one area. Descriptors are interpreted in relation to age and prior learning, particularly in early reading and writing.

Using the tracker to inform teaching

- Record Secure or Emerging judgements against relevant descriptors and log dated evidence, including the support used. Distinguish independent performance from success achieved with adult, peer or visual support.

- Select a manageable number of next steps and link them to classroom strategies or targeted support. Review the student's response and adjust teaching accordingly.
- At agreed assessment points, preserve a snapshot in the Progress Log. Record targeted provision in the Interventions log, including its focus, frequency, dates and impact.
- Use the Pupil Overview and Cohort Dashboard alongside work samples, observations and student voice. Moderate judgements with colleagues to strengthen consistency.

Tracker thresholds and progress flags are school-adjustable settings, not published Bell Framework benchmarks. Leaders agree these settings before use. Automated scores support professional judgement; descriptive features of language acquisition must not be treated uncritically as skills to secure.

Classroom assessment, reports and relevant reading assessment information, including NGRT where appropriate, contribute to the wider picture. A reading score alone does not establish a student's English proficiency or determine their support level.

Levels of support and transition

Quality First Teaching continues at every level. Decisions about additional provision are based on the student's language profile, classroom access, participation and response to teaching.

Level 1 - Quality First Teaching

Teachers provide inclusive classroom teaching, identify language demands and adapt resources, interaction and explanations. The profile informs appropriate strategies where language learning needs are identified. Many EAL students access learning successfully through this provision.

Level 2 - Additional support within the classroom

Students who need more focused support receive planned adaptations and targeted language teaching within classroom learning. The teacher works with the EAL Language Development Mentor and relevant support staff to identify specific goals, provide suitable scaffolds and review their impact.
Provision may include pre-teaching vocabulary, structured oral rehearsal, guided comprehension or additional modelling of writing. The student's profile and classroom evidence guide the focus and determine whether support should continue, change or reduce.

Level 3 - Targeted language intervention

Students with more substantial English language learning needs may receive planned small-group or individual intervention alongside classroom provision. Intervention addresses specific needs in the profile and connects to language required for grade learning. Its frequency and duration are determined by individual need.
With parental consent, students receiving Level 3 support are recorded on the Integra Register. The purpose of registration, the planned provision and the review process are explained to families. Registration for EAL support does not in itself identify a student as having special educational needs.

The teacher, EAL Language Development Mentor and Integra staff coordinate goals and share evidence so that learning transfers into the classroom. Intervention records identify the baseline, intended outcomes, provision and review findings.

Transition from Level 3

A student can transition from Level 3 support when identified as Developing Competence overall, corresponding to Code C in the Profile of Competence. This is a review of the support needed, informed by evidence across all four domains and the student's ability to access learning with appropriate classroom adaptations.

The class or subject teacher, EAL Language Development Mentor and relevant Junior or Senior Leader review the profile, classroom work, independence and intervention impact. They consider any remaining domain-specific needs and agree the ongoing Level 1 or Level 2 provision with the family.

The agreed change, rationale and follow-up review are recorded. Where EAL is the sole reason for Integra registration, the record is updated to reflect the transition; any other identified needs continue to be supported. Progress is monitored after transition and support can be increased again if evidence indicates a need.

Moving from Level 3 does not remove a student's EAL identification. Students may continue to need explicit teaching of academic English as curriculum demands increase.

5. Roles and responsibilities

Governance committee

The Governance committee holds leaders accountable for the quality and impact of EAL provision and considers whether staffing, resources and professional learning support the needs of students.

Junior and Senior Leaders

Junior and Senior Leaders oversee implementation within their phases and work to ensure that provision is coordinated. They monitor participation, progress and access to the curriculum, and use the findings to improve teaching and support.

Leaders ensure that staff understand the profile and tracker, agree assessment and review arrangements, and provide opportunities for moderation. They support communication with families and oversee decisions about Level 3 provision, parental consent, registration and transition.

BLOOM WORLD ACADEMY

EAL Language Development Mentor

The EAL Language Development Mentor supports teachers to interpret language profiles and translate assessment into practical classroom strategies. The Mentor works with Junior and Senior Leaders and Integra to coordinate assessment, advise on intervention and evaluate its impact.
The role includes modelling effective practice, contributing to professional learning, supporting consistent records and working with families to explain language development and appropriate support.

Class and subject teachers

- Take responsibility for the learning, wellbeing and English language development of EAL students in their classes.
- Understand each student's language background and current needs; use and update the profile and tracker with relevant evidence.
- Plan and implement appropriate adaptations, teach language explicitly and monitor participation and independence.
- Share effective strategies and relevant evidence with colleagues and support staff, including at transition.
- Communicate strengths, progress and next steps clearly to students and families, and seek advice when support is not having the intended impact.

Integra and staff supporting learning

Integra staff collaborate with leaders, teachers and the Mentor to plan and review additional provision and maintain relevant records. Teaching assistants and learning support staff implement agreed strategies under teacher guidance, contribute observations and help students participate with increasing independence.

Staff delivering intervention record what was taught, the student's response and the support required. They share this with the class or subject teacher so that the learning is reinforced within lessons.

6. Partnership with students and families

Families know their children's language histories, interests and strengths. We welcome this knowledge and involve families in understanding progress and making decisions about support. Communication should be clear, respectful and accessible, with language support sought where needed.

Staff explain what the student can currently do, the next steps being taught and how support is helping. Families are invited to share previous reports, successful approaches and any concerns. Before Level 3 registration, the school explains the provision and seeks parental consent.

We encourage families to maintain rich conversation, reading and storytelling in the language or languages they know best. Home language development is valued. Suggestions for practising English at home should be manageable, enjoyable and linked to the student's needs.

Students are helped to recognise their strengths, describe what helps them learn and celebrate their progress. Their views inform support and review discussions in ways appropriate to their age and communication needs.

7. Inclusion wellbeing and assessment access

Learning English as an additional language is not a special educational need. EAL students may also have additional learning needs or particular strengths and talents. They have equitable access to the school's wider provision, including opportunities for challenge and enrichment.

Where concerns persist, staff consider language development, prior schooling, opportunities to learn and evidence about the home language with the family and Integra. Limited English alone must not be used to infer a learning difficulty. Specialist advice is sought where appropriate.

Language needs must not prevent students from expressing concerns or accessing pastoral and safeguarding support. Staff use appropriate communication approaches and follow the school's safeguarding procedures.

For classroom assessment, teachers consider how students can demonstrate understanding without unnecessary language barriers. For formal examinations, relevant leaders check the applicable awarding body or examination requirements before agreeing any access arrangements. EAL identification does not automatically entitle a student to a dictionary or additional time.

8. Implementation monitoring and review

This policy is shared with staff and made available to families through the school's usual channels. Induction and ongoing professional learning support its implementation, with practical attention to Quality First Teaching, use of the profile and evaluation of support.

Leaders review the quality of classroom adaptations, consistency of assessment, progress across the four domains, intervention impact and the experience of students and families. This informs provision and future professional learning. Records are held securely and shared only with staff who need them to support the student.

This policy is read alongside the Inclusion, Curriculum, Admissions, Assessment, Safeguarding and relevant data protection policies, and the EAL Profile of Competence and tracker. It is reviewed annually, or sooner when provision changes.