

THE
BRITISH
SCHOOL
 OF AMSTERDAM

EAL Policy

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1. Aims

This policy outlines the school’s approach to identifying and meeting the needs of pupils with English as an Additional Language (EAL). At the British School of Amsterdam, we believe that bilingualism is a strength and that pupils who speak English as an Additional Language (EAL) enrich our school community. Our policy ensures that all EAL pupils have equal access to the full curriculum and are supported to achieve their full potential.

All pupils, regardless of gender, background, ability, or language, have the right to access the curriculum. EAL provision is fully integrated into the school’s inclusion, safeguarding, and equality commitments.

2. Legislation and guidance

The Teachers’ Standards as published by the Department for Education (updated 2021) state that it is the responsibility of all teachers, whatever their subject, to “adapt their teaching to the strengths and needs of all pupils”. Learners who use EAL are mentioned specifically in Section 5: ‘Adapt teaching to respond to the strengths and needs of all pupils’, but there is relevance to teaching and learning for EAL learners throughout the standards.

Standard 5 states that teachers should: ...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

There is no specific EAL curriculum in the National Curriculum, instead the Department for Education (DfE) expects that effective teaching and learning for pupils with EAL happens through the National Curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

The EYFS statutory framework for group and school based providers states:

1.14 For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

1.15 Providers must ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1. When assessing communication, language, and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of the English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

3. Definitions and scope

A pupil is recorded as having EAL if the language used at home is known to be, or believed to be, a language other than English, irrespective of their English language proficiency or country of birth. EAL learners may be at different stages of English language acquisition from 'New to English' to 'Fluent'.

Aims

- To create a safe, welcoming, and inclusive environment that celebrates pupils' linguistic and cultural backgrounds.
- To ensure EAL pupils rapidly acquire competence and confidence in English across the four skills: listening, speaking, reading, and writing.
- To provide high-quality, whole-school teaching that enables EAL pupils to access the full curriculum alongside their peers.
- To clearly distinguish EAL from Special Educational Needs (SEN) and ensure appropriate identification and provision for each.
- To work in partnership with parents to support their child's learning.

4. Identification, Assessment, and Monitoring

Accurate identification and assessment are crucial for planning effective provision. We follow a consistent, school-wide process for the enrollment of all new pupils.

Initial Identification On Entry

- The Admissions team collects comprehensive data on the home language(s), previous educational experience, and country of origin within a pupil's application to the school.

- For Senior School admissions, pupils whose first language is not English and who are not currently in a school where English is the language of instruction may be asked to complete an English assessment. This assessment helps determine if they can access the school's curriculum or if they require additional EAL support to do so fully.
- The EAL team, led by the EAL Co-ordinator in Early Years and Junior School and the Head of English in Senior School, conducts a baseline assessment within the first few weeks to determine the pupil's initial proficiency level in English.

New Arrivals Support

- Where possible the new pupil is paired with a peer who shares the same language.
- Pupils are given a settling-in period during which they may be silent and are never forced to speak before they are ready.
- Induction includes familiarisation with school routines, key staff, and the classroom environment.

Proficiency Assessment and Monitoring and Review

English proficiency is assessed and monitored using an appropriate framework to identify specific language needs and allocate necessary EAL support resources effectively.

Proficiency Assessment	
<p><u>In the Early Years and Junior School:</u></p> <ul style="list-style-type: none"> • The school uses the DFE level descriptors to assess and record proficiency in listening, speaking, reading, and writing. Bands range from New to English to Fluent and the descriptions are differentiated for Early Years and Junior School use. • The EAL-Coordinator maintains a central EAL register with proficiency levels and groupings. 	<p><u>In the Senior School:</u></p> <ul style="list-style-type: none"> • The school uses the school's Key Stage 3 EAL STEPs grids to assess and record proficiency in listening, speaking, reading, and writing. The STEPs range numerically from 1 to 9 and outline the skills and knowledge that pupils are expected to master in Key Stage 3. • The Head of English and the EAL teacher maintain lists with proficiency levels and groupings.

Monitoring and Review	
<p><u>In the Early Years and Junior School:</u></p>	<p><u>In the Senior School:</u></p> <ul style="list-style-type: none"> • Pupils' English language and academic progress are monitored termly through

- Pupils' English language and academic progress are monitored termly against the DFE levels.
- Progress is reviewed termly to adjust in-class scaffolding and support.
- Class assessment scores are used to track progress and to identify support needs.
- It is the responsibility of both the class teacher and the EAL Co-ordinator to be aware of how long a pupil has been receiving EAL lessons.
- When a pupil is making the expected progress and can fully access the curriculum in class then a collaborative review is made to determine if EAL support remains necessary. This decision is made jointly by the EAL team, the class teacher and the Learning Support team when required.
- If a pupil is not making the expected progress in EAL then an underlying learning difficulty should be investigated.
- The EAL team and the class teacher will determine whether the pupil should be referred to the Learning Support department.
- The procedure for referral to the Learning Support Co-ordinator should adhere to the guidelines set out in the Learning Support Policy.
- The school will notify parents of any changes made to the type of support their child is receiving.

in-class assessments. In Key Stage 3 pupils are assessed against the STEPs grids and in Key Stage 4 against the GCSE criteria.

- Progress is reviewed termly to adjust in-class scaffolding and support.
- Class assessment scores are also used to track progress and to identify support needs.
- It is the responsibility of both the EAL teacher and the Head of English to be aware of how long a pupil has been receiving EAL lessons.
- When a pupil is making the expected progress and can fully access the curriculum in class then a collaborative review is made to determine if EAL support remains necessary. This decision is made jointly by the Head of English, EAL class teacher and Head of Languages.
- If a pupil is not making the expected progress in EAL then an underlying learning difficulty should be investigated.
- The procedure for referral to the Head of Learning Support should adhere to the guidelines set out in the Learning Support Policy.
- In consultation with parents, the EAL team will determine the type of support a pupil requires.
- The school will notify parents of any changes made to the type of support their child is receiving.

5. Roles and Responsibilities

EAL provision is the responsibility of all teaching staff. All teachers are considered to be language teachers. In addition the school has the following roles and responsibilities:

Role	Responsibilities
Primary EAL Coordinator (Early Years and Juniors)	Oversees the policy; leads initial and ongoing assessment; supports staff development; manages the EAL register in Early Years and Juniors; organises timetables and groups; liaises with parents.
Seniors - Head of English	Oversees the policy, leads initial and ongoing assessment; supports staff development; manages the placement of pupils into additional EAL classes; organises timetables and groups; and monitors and tracks progress in English.
All Teachers and Teaching Assistants	Implement high-quality, differentiated teaching and scaffolding strategies for EAL learners; monitor and track progress; create an inclusive classroom environment.
Senior Leadership	Oversees the policy, ensures the EAL policy is effectively implemented, adequate support is provided, and EAL attainment is rigorously tracked to close any achievement gaps.

6. Teaching and Learning Strategies

The core of EAL provision is Quality First Teaching that integrates subject content and language development. All teachers are responsible for the differentiation of the curriculum to allow for EAL pupil attainment. EAL support also occurs in dedicated groups with specialist teachers. Staff relevant updates from the EAL team to ensure high-quality EAL provision across the school.

EAL Support Structure

Throughout the school, pupils who are identified as needing EAL support receive dedicated EAL lessons. In the Early Years and Junior School, pupils either attend EAL or Dutch lessons. EAL

lessons occur twice a week at the same time as Dutch lessons. In the Senior School, pupils are allocated EAL as one of their two language options and receive four lessons of EAL over the two-week timetable.

In the Early Years:

- Pupils attend lessons alongside all classmates who require EAL support.
- Lessons are linked to class topics and children learn vocabulary and complete activities which enable them to develop their English skills and participate more fully in class.
- Pupils identified as beginners have additional targeted withdrawal lessons to improve their English level.

In the Junior School:

- Within their EAL lessons, pupils are taught a combination of: topic lessons linked to their class learning, grammar concepts and writing for different purposes.
- Beginner pupils may also be withdrawn for additional EAL support lessons which are designed to accelerate the acquisition of foundational English skills.
- Pupils are grouped by their current level of English proficiency to ensure they receive targeted support. These levels are:

EAL Level	Description
Beginner	New to English / Early Acquisition
Intermediate	Developing Competence
Advanced	Competent/Fluent

In the Senior School:

- Pupils who require support attend EAL lessons with their peers.
- Within their EAL lessons, pupils are taught a combination of: topic lessons, grammar concepts and writing for different purposes.
- They are also taught subject- specific vocabulary to help them access the curriculum in their subject lessons.

Transition from EAL

EAL pupils should achieve a competent or fluent level of English before they can begin an additional language. At this level, they should be able to access the curriculum in class and achieve test scores similar to the average for their age.

<p><u>In the Early Years and Junior School</u> EAL pupils can transfer to the Dutch programme according to the following criteria:</p> <ul style="list-style-type: none">• At the start of the school year, a pupil can begin Dutch lessons if their assessments show that they have achieved the expected level of English.• New pupils who are native English speakers and do not have other language support needs will automatically begin Dutch.• If a pupil speaks English but has a primary language other than English, the school will first assess their skills to determine if they require EAL support.• Pupils in EAL support can also start the Dutch programme in January after the Autumn term class assessments.• The school considers a pupil's general maturity, confidence, and any Learning Support needs before making a decision.	<p><u>In the Senior School</u> EAL pupils can select another language option according to the following criteria:</p> <ul style="list-style-type: none">• Pupils new to the Senior School, including those transitioning from The BSA Year 6 to Year 7, who have been identified as needing EAL support, will be given a baseline assessment to help determine the appropriate level of support.• Pupils who have achieved the expected level of English will finish EAL support and will select another subject from the Languages options available in the options block.• The best interests of the pupil will always be considered when making a decision.
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7. Valuing Home Languages

- Pupils are encouraged to use their home language to discuss, clarify concepts, and record initial ideas, recognising that skills transfer across languages.
- The school allows access to translation devices and bilingual resources where possible, such as dual-language books and dictionaries.
- Pupils' home language(s) are recorded in the school MIS to allow collaboration with same-language speakers. This allows for shared language activities to take place or for staff to introduce pupils of the same language to each other.

- Parents are encouraged to continue developing their child's home language and literacy skills, as this strengthens their overall language development.

8. Partnership with Parents and the Community

The school provides a welcoming point of contact for EAL families and communicates important information clearly.

- A welcome letter is sent to parents at the beginning of the year and when children start throughout the year, informing them that their child will receive EAL support.
- Parents of new starters who are New to English or Early Acquisition will be contacted by the teacher responsible for that group, either through a parent information session, or by email to be a first point of contact and provide initial information about the school.
- Further parent information about the EAL curriculum is sent through the school parent portals. Any updates to this information are communicated to parents when necessary.
- Parents are encouraged to contact the EAL Co-ordinator/Head of English or their child's EAL teacher with any queries either by email or through a weekly drop-in session.
- Annual teacher/parent meetings are held to discuss the progress of their child with the EAL teacher directly responsible.
- In the Early Years and Junior School, parents receive a letter informing them when their child is ready to begin Dutch lessons or in the Senior School when an additional language is chosen from the options block.

9. Monitoring arrangements

- This policy will be reviewed every two years by the EAL Co-ordinator and the School Leadership team.