



UG School EAL Policy 2026–2027

Owners	Heads of School
Reviewers	EAL Coordinator
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1. Purpose

UG School is proud to welcome students from diverse linguistic and cultural backgrounds. Many of our learners speak English as a second or third language. This policy ensures that students with limited English proficiency receive structured support to access the curriculum, integrate into school life, and achieve their full academic potential.

We recognise that conversational fluency (BICS) may take around two years to develop, while academic English (CALP) typically requires five years. Our EAL provision is designed to bridge this gap effectively.

2. Scope

This policy applies to all teachers, teaching assistants, and support staff across
Preschool–Year



12.

3. Policy

Aims

- Welcome and value the cultural, linguistic, and educational experiences of EAL students.
- Implement school-wide strategies to support both conversational English (BICS) and academic English (CALP).
- Provide a positive, motivating environment and smooth transitions between key stages.
- Ensure all EAL students receive appropriate levels of support.

Objectives

- Assess new students to determine English proficiency and required support.
- Equip teachers and support staff with strategies and resources to support EAL learners.
- Teach Primary students using **Cambridge Global English** alongside curriculum-specific language.
- Prepare Secondary students for internationally recognised qualifications (KET, PET, IGCSE English as a Second Language, IELTS).
- Monitor progress regularly and use data to inform planning.
- Maintain dialogue between EAL staff and class/subject teachers.

4. Teaching and Learning

EAL Teachers



- Assess new students' English levels promptly.
- Use varied strategies to reinforce understanding and develop language in context.
- Teach general grammar/vocabulary and subject-specific academic English.
- Stay updated with best practice and share across departments.
- Regularly assess progress in both conversational and academic English.

Class & Subject Teachers

- Understand that limited English does not equal limited ability.
- Allow for a “silent period” where students absorb language before producing it.
- Provide extra time for processing and completing tasks.
- Set appropriately challenging work, including extension tasks.
- Group students to model good English usage.

5. Assessment & Evaluation

- **Initial Assessment:**
 - Years 1–6: Oxford Young Learners English Placement Test.
 - Year 7+: Oxford Placement Test (aligned with CEFR).
- **Progress Assessment:**
 - KS1–2: Continuous assessment via Cambridge Global English; exit decisions made jointly by EAL and class teachers.
 - KS3–4: Informal assessments (homework, spelling, class tests) plus formal half-termly assessments.
- **Additional Support:**
 - Intensive classes offered if progress is insufficient, with parental agreement.



6. Parent Consultation

Parents are engaged through meetings to discuss:

- Support hours required.
- Exam readiness (KET/PET/IELTS).
- Transition back to mainstream lessons.

Communication is positive, culturally sensitive, and may include use of home languages where appropriate.

7. Responsibilities

- **Head of EAL & SLT:** Oversee policy implementation and effectiveness.
- **Teachers & Assistants:** Apply adaptive teaching strategies and monitor progress.
- **Parents:** Partner with school to support language development.

8. References

- National Curriculum for England
- EYFS Framework 2021
- UG School Curriculum Policy
- UG School Differentiation Policy
- UG School Teaching & Learning Policy
- Assessment & Reporting Policy

SEN, MAT, and Homework Policies

