

### EAL Non-negotiables

- EAL pupils are assessed each term and appropriate interventions are identified
- New to country pupils are assessed as soon as they enter the school using the EAL continuum and begin at the appropriate place on the Learning Village intervention programme
- New to country pupils are 'buddied up' with an existing pupil to ensure they feel welcomed and have access to a good language role model
- We have high expectations and offer a full and balanced curriculum for all pupils.
- Teachers know who the EAL pupils are in their class and they know their competence levels
- The EAL pupil needs document is updated half termly alongside curriculum effectiveness meetings.(Sims is updated half termly with codes)
- Scaffolding and support is chosen carefully to ensure that strategies help pupils achieve during whole class teaching.
- Alongside the inclusion teams focussed book monitoring cycle, EAL pupils books are also monitored.
- We use the Learning Village training programme to support all staff to deliver interventions and source scaffolded resources
- Interventions are selected carefully to maximise pupil progress.
- All educational staff take part in half termly EAL CPD opportunities which are carefully planned.
- Our coaching programme incorporates an EAL focus – improving provision .