



Section 1: Intent

The core principles that underpin John Ferneley's EAL provision:

The key aim of the EAL provision at John Ferneley college is to support EAL and Multilingual students in order to facilitate their access to the full curriculum via an immersive approach. EAL students should feel welcome, motivated and supported by the school. It is our aim that EAL students become increasingly confident, competent and independent listeners, speakers, readers and writers. EAL students should have access to the curriculum in all subject areas, remaining in mainstream lessons (with adaptations) wherever possible. It is our aim that EAL students make good progress both with their English language skills and their discreet subjects in relation to challenging yet achievable targets. We also passionately believe that our EAL students should be encouraged to continue developing their first and/or other languages. At JFC we want our EAL and multilingual students to feel that their different cultures, religions and heritages are valued and seen as an asset to the school.

Section 2: Implementation

EAL students at JFC are taught in mainstream classes through Quality First Teaching. Key components of QFT include adaptive strategies, high expectations, knowledge retention and encouraging students to actively engage with recall information. We aim to provide a focus on oracy in the classroom and focus on teaching key vocabulary through our Reciprocal Reading approach. The JFC way and the adoption of Rosenshine's Principles are a central teaching strategy as these have been proven to benefit all learners. Seating plans are used in all subjects to maximise the learning potential in each lesson.

High quality teaching encompasses a range of pedagogical strategies that foster an inclusive learning environment, ensuring that all students, regardless of their backgrounds or abilities, can thrive.

Current position and interim targets- At present EAL students are being supported by class teachers via an immersive approach. We are currently developing teachers' confidence and skill set in regards to teaching EAL students via staff briefing, bitesize training and information which is communicated via the staff bulletin.

Target 1- All EAL students to be assessed using the NASSEA framework by the end of half term 3 (2026). In subsequent years all EAL pupils will be assessed in half term 1 and mid-year starters will be assessed within 6 weeks of starting on role at JFC.

Target 2- EAL students requiring support with their reading to be allocated a reading catch-up intervention- either during tutor time or core PE lessons where appropriate.

Target 3- A dedicated prayer room to be allocated for those students wishing to pray at lunchtime.

Long-term strategic aim- Considering the increased EAL need at JFC, we will be looking to develop and enhance our provision for EAL and Multilingual students.

Target 1- To plan and implement a more formalised new starter process to give staff more time to prepare for new arrivals to their classroom, and for EAL lead to assess need.

Target 2- To develop a one-week 'ESOL' style programme for INAs (International New Arrivals) for them to develop their BICS (Basic Interpersonal Communicative Skills or 'conversational fluency'). This could be delivered either in conjunction with the SEND team or the school librarian.

Section 3: Impact

Experiences, opportunities, knowledge and skills that JFC's EAL provision will offer students across the five years of their secondary school education.

EAL and multilingual students at JFC will be supported to make the best possible progress in the time that they are at JFC- whether that be short term or long term. EAL students will access a varied curriculum which not only suits their language learning needs but also fosters a love for learning and develops their interests and abilities as an individual. EAL and multilingual students will feel safe and supported due to potential barriers for learning being pre-empted and removed wherever possible and practical.