What Should an EAL Policy Actually Do?

Turn an EAL policy into actions, responsibilities, resources and a review process teachers can use.

10 min preparation | Staff planning and review

Before you begin

Choose one school procedure and identify what a teacher or family must actually do.

Use it in four steps

1. Turn an EAL policy into actions, responsibilities, resources and a review process teachers can use.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
4. Revise the procedure from the evidence and communicate the agreed practice.

Worked example: What Should an EAL Policy Actually Do?

“All teachers support language” becomes a practical expectation: identify the task’s language demand, provide one appropriate model and collect an individual response. A slogan alone does not establish practice.

Teacher prompt: “What action will happen, who owns it, and how will we check it?”

Review the evidence

Ask whether staff can describe the action and whether learners can access the task more independently.

Review and refine

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.

Apply in your setting

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner’s response to this task; proficiency can differ across skills.