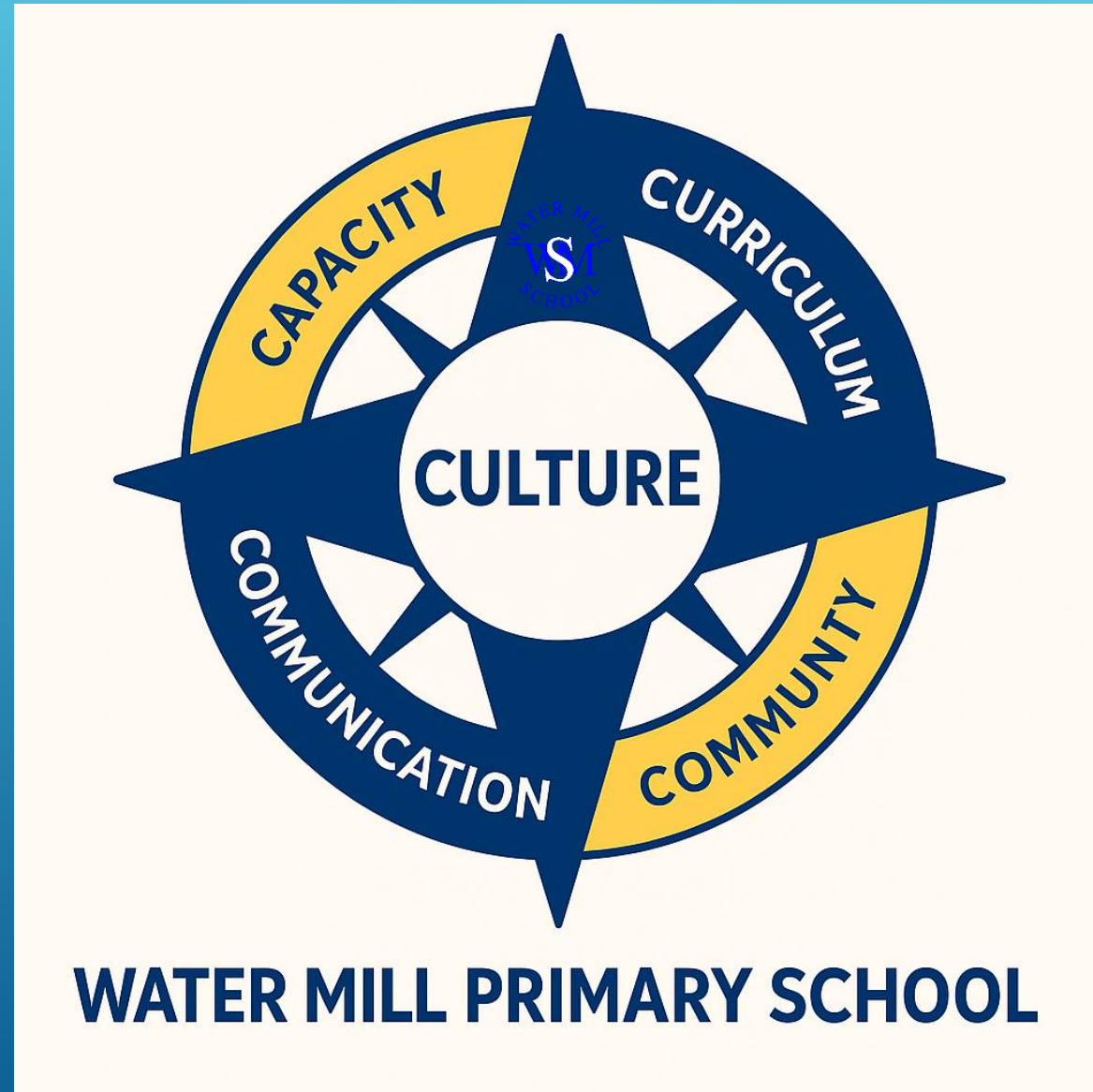


The 5 Cs of Excellent EAL Provision



CULTURE

How inclusive and aspirational is the school's approach to EAL?

- Whole-school ethos: Is EAL seen as a strength, not a barrier?
- Visibility of multilingualism in the environment and curriculum
- Celebration of identity, heritage, and language diversity
- Leadership commitment and strategic planning for EAL



CURRICULUM ACCESS

How effectively do EAL pupils access and succeed within the curriculum?

- Adaptive Teaching that enables full curriculum participation
- Use of initial and ongoing assessment
- Monitoring of both language proficiency and academic progress
- Inclusive planning, including language/ oracy objectives
- Vocab, Oracy, Pause



COMMUNITY

How are families, pupils, and the wider community engaged and empowered?

- Accessible communication with families (e.g translations)
- Support for families navigating education and services
- Meaningful parental involvement
- Pupil voice: Do EAL learners feel heard, safe, and proud?



COMMUNICATION

How is language acquisition supported across the curriculum?

- High-quality oracy opportunities and structured talk
- Explicit vocabulary teaching, visual scaffolds, and sentence stems
- Use of first languages as a learning resource
- Adaptation of materials without lowering challenge



CAPACITY

How well-equipped is the staff team to meet EAL needs?

- Quality and frequency of EAL-specific CPD
- Teacher confidence and consistency in strategies used
- Use of specialist support and expertise
- Shared responsibility across staff — not siloed or delegated



THE COMMON PITFALLS

1. One off training that doesn't have a lasting impact
2. Thinking EAL is someone else's job
3. Not using the most effective strategies / EAL pedagogy
4. Lack of teacher collaboration to share and develop ideas and understanding
5. Not monitoring language development alongside academic progress
6. Losing track of the EAL – Not recognising the need in those who have been here for longer or go unnoticed for some other reason.
7. Leaders not making EAL a priority
8. Seeing EAL as deficit – children who 'cant do it' rather than as talented multilinguals
9. Changing the task, not the language – removing challenge rather than scaffolding up
10. Not involving families effectively

