



Ballymakenny College EAL Policy

1. Rationale

The purpose of this policy is to provide guidelines to school staff on the delivery of English as an Additional Language (EAL) in Ballymakenny College. This policy will provide a basis of consistency and quality while allowing for flexibility in the delivery of EAL service.

Ballymakenny College acknowledges the right of children to communicate and socialise in the language of their home.

In Ballymakenny College, we acknowledge students' differing culture, backgrounds and language. The EAL service enables the students whose primary language or language of the home is other than English, to develop their individual potential, both socially and academically, within the school system. We welcome students from all over the world, making our school a global microcosm.

2. Aims of this Policy

The aim of our EAL policy is to ensure that students develop the competence to use English confidently in order to access the curriculum and reach their full potential.

At Ballymakenny College we are committed to providing appropriate provision of teaching and resources for students for whom English is an additional language and for raising the achievement of all students.

The student remains the responsibility of the mainstream class teacher who will work closely with the EAL teacher.

The aim of our EAL provision will be to successfully bridge any gap in fluency of English between students for whom English is the language of communication in all spheres of their life and those students for whom English is simply one of the languages of communication in their lives.

We aim to:

- Identify individual EAL learner's needs.
- Recognise the talents and skills they bring to the school.
- Respond to the needs of the EAL learner and place students on the Continuum of Support.
- Support EAL learners in accessing and engaging in the National Irish curriculum.
- Raise the achievement of EAL students by promoting ethnic, cultural and social diversity.

3. The role of EAL coordinator

EAL support teachers are appointed to assist schools in providing additional EAL support teaching for students. The EAL student remains the responsibility of the subject teachers at post primary level who will work closely with the EAL support teachers.

In collaboration with parents and mainstream class teachers, EAL support teachers identify students requiring additional language support, assess students' proficiency in English using the assessment materials, devise appropriate language programmes, deliver the programmes and record and monitor students' progress. They share their expertise with mainstream class teachers and assist in developing and disseminating good practice to support the development of students' English language proficiency.

The duties of the EAL coordinator are:

- To create and maintain a school register of EAL students.
- To communicate the needs of students to teachers.

- To informally assess new students.
- To organise formal assessments for all EAL students twice a year.
- To advise and collaborate with SNAs around the needs of individual students
- To facilitate monthly meetings with the EAL team.

4. The Role of the EAL Teacher

The EAL student remains the responsibility of the subject teachers at post primary level who will work closely with the EAL support teachers. In collaboration with parents and mainstream class teachers, EAL support teachers identify students requiring additional language support, assess students' proficiency in English using the assessment materials, devise appropriate language programmes, deliver the programmes, record and monitor students' progress. They share their expertise with mainstream class teachers and assist in developing and disseminating good practice to support the development of students' English language proficiency.

In collaboration with parents and the mainstream class teacher, the Support/EAL teacher:

- Identifies students requiring additional language support.
- Assesses the students' proficiency in English using the assessments tasks from the Post - Primary Schools EAL Assessment Kit.
- Supports the student's needs in targeted, EAL class groups or whole class settings
- Records and monitors the student's progress.

5. Assessments

All EAL students should be assessed, as required. This includes an initial interview assessment within the first two to three weeks of arrival in school and ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored. Initial assessment will be undertaken by the EAL coordinator, and all staff will be informed of

assessment outcomes. Students will be formally assessed twice a year using the Post-Primary Assessment Kit placement tests.

The students will be assessed in four areas: listening, speaking, reading and writing.

The first assessment will take place in October and the second assessment will take place in May each year. Students who join the school after the first round of assessments will be informally assessed in their EAL class.

Teachers will use the Common European Framework of Reference (CEFR) to monitor and record each student's progress.

Availability of Policy

This policy is available on the school website at www.ballymakennycollege.ie

Success Criteria & Monitoring

The EAL Policy was devised in consultation with the students, parents, staff, management and Board of Management of Ballymakenny College. It will be reviewed regularly as part of the normal Whole School Development Planning review cycle. If necessary, it may be reviewed at any time considering changing circumstances and/or changing legislation. Any amendments which need to be made will be in keeping with the general philosophy of the school. Any suggested amendments/improvements will be communicated to the Principal or Deputy Principals who will consult with all partners.

Signed: *Brid Rocks*

Date: 19th of June 2025

(Chairperson of board of management)

Signed: *Alan Mynes*

Date: 19th of June 2025

(Principal)

Appendix 1

Common European Framework of Reference (CEFR)

<https://www.coe.int/en/web/common-european-framework-reference-languages/level-description>

Appendix 2

<https://ncca.ie/en/resources/eal-post-primary-assessment-kit/>