CAPITAL SCHOOL BAHRAIN

English as an Additional Language Policy

DOCUMENT CONTROL	
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EAL Table

Nationality	**Number**	
Bahraini students	686	
GCC (apart from Bahraini nationals)	21	
Arab Expatriates (apart from GCC nationals)	**Nationality**	**Number**
	Jordanian	**41**
	Egyptian	**94**
	Libyan	**13**
	Sudanese	**6**
	Algerian	**8**
	Tunisian	**4**
	Syrian	**8**
	Yemeni	**2**
	Moroccan	**2**
	Iraqi	**2**
	Lebanese	**17**
Students of other nationalities (please specify)	**Nationality**	**Number**
	Scottish	3
	American	25
	German	7
	Turkish	3
	Italian	2
	Indian	100
	British	24

	Uganda	3
	Filipino	12
	Canadian	7
	Pakistani	70
	Sri Lankan	9
	Russian	5
	Colombian	1
	Australian	2
	South African	2
	New Zealander	2
	Indonesian	3
	Polish	2
	Chinese	1
	French	1
	Romanian	3
	Bangladeshi	1
	Others	4
Total Number of students	1197	

EAL at Capital School			
School Context	Resources	Support	Assessment
Whole school proficiency codes overview	Use of The Bell Foundation teaching strategies Use of dual language books	Multilingual members of staff	Use of EAL proficiency codes three times a year EAL leader to complete a baseline

	Use of Google Translate and Widgit apps	EAL training through The Bell Foundation CPD for all staff	assessment of in year transfer of new children to ensure consistency of assessments

1. Statement of Intent

This policy outlines Capital School's approach to identifying and supporting pupils who have English as an Additional Language (EAL). It applies to all EAL learners from our Early Years Foundation Stage through to Year 12. We believe in celebrating and valuing each pupil's home language alongside English, fostering a rich linguistic environment that supports their academic and personal development. All teachers are expected to plan and deliver lessons that are inclusive and accessible to EAL learners, ensuring that every child can fully access the curriculum in line with our inclusion policy

2. Statement of Aims and Commitment

At Capital School, we understand that EAL pupils require differentiated support in order to thrive academically and socially. We are committed to the following principles:

- EAL pupils develop their English language skills through full immersion in a broad and balanced curriculum.
- The school environment promotes language acquisition through rich vocabulary, visual aids, and digital resources.
- EAL learners make the most progress when they learn alongside their peers within a supportive school culture.
- Our school ethos and pastoral systems support the integration of EAL pupils while respecting and valuing their cultural identities.
- Bilingualism is viewed as a strength and an asset that enriches the whole school community.
- Parents will receive clear information about our EAL provision, including access to materials in multiple languages where possible.

3. Context

At Capital School, a wide range of languages are spoken by our pupils, reflecting the cultural diversity of our school community.

4. EAL Teaching and Learning

EAL provision includes differentiated lesson planning and tailored resources to ensure that all learners can access and progress through the curriculum. Library and Early Years resources reflect our multicultural community and are available in multiple languages. All teaching staff utilise effective classroom strategies and recommended resources from The Bell Foundation to support EAL learners.

All school staff will receive EAL training facilitated by SLT through The Bell Foundation. We recognise that EAL is a distinct area, and we are committed to providing the appropriate resources and support specific to language acquisition.

Upon admission, the EAL Leader/SLT conducts a baseline assessment of each new pupil, and a proficiency code will be allocated. Where necessary, interpreters are used to determine the pupil's first language proficiency.

5. Identification, Assessment, and Record Keeping

We assess the English language proficiency of EAL pupils using a range of methods, including:

- Application form data
- Parent/guardian input
- Teacher observations and initial classroom assessments
- Records from previous schools (where applicable)

Assessment is a collaborative process involving the class teacher, EAL Leader/SLT, parents, and the pupil. Termly assessments track progress in English acquisition and inform the setting of challenging, individualised targets where needed. Interventions are time-limited, regularly reviewed, and focused on accelerating progress.

The Bell Foundation EAL Assessment Framework is used to assess proficiency in English:

1. Band A – New to English
2. Band B – Early Acquisition
3. Band C – Developing Competence
4. Band D – Competent
5. Band E – Fluent

Termly assessments are conducted across four strands: Speaking, Listening, Reading, and Viewing, and Writing.

6. Resources

Capital School supports EAL learners through a variety of strategies and tools, including:

- Google Translate access
- Dual language word banks and Bell Foundation resources
- Visual aids and communication tools such as Widgit
- Peer support systems
- Targeted interventions including pre- and post-teaching
- Multilingual staff support and translated communications as required

Our staff team includes approximately 200 multilingual professionals fluent in languages including: Arabic, English, Spanish, Hindi, Filipino and Afrikaans. These staff members play a crucial role in supporting both children and parents, including with administrative needs.

7. Roles and Responsibilities

7.1 Admissions Officer

- Collect and share information on newly enrolled EAL pupils, including home languages and prior schooling.

7.2 Senior Leadership Team

- Annually review and evaluate the EAL policy during the first half of the Summer Term.

7.3 EAL Leader/SLT

- Monitor pupil progress using subject-based tracking systems
- Support and advise teaching staff
- Lead training, share best practice, and ensure parents are aware of the EAL policy
- Ensure effective communication and record keeping on EAL pupils.

7.4 Class Teachers

- Set and review challenging targets for EAL pupils
- Develop awareness of each pupil's linguistic ability and learning needs
- Apply knowledge effectively in planning, resourcing, teaching, and grouping strategies

All staff are expected to work collaboratively to ensure consistent, high-quality provision for EAL learners across the school.

8. Annex

8.1 Annex A

EAL-Assessment-Framework-Primary-Descriptors-FINAL-.pdf

8.1 Annex B

EAL-Assessment-Framework-Secondary-Descriptors-.pdf