



The Royal School

Wolverhampton

Curriculum 2025

E.A.L.

(English as an Additional Language)

Curriculum Concepts

EAL

Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

Sequencing & Progression: Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

Adaptive teaching & Assessment: Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

Retrieval Practice & Interleaving: We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

Engagement: Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

Challenge & Aspiration: Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

Context: Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

Personal Development: Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Impact

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

EAL Curriculum

The Royal School is proud to offer a thriving multi-cultural community where approximately 50 languages are spoken. A large proportion of students are drawn from within the local community, both in primary and secondary, and may be native born but speak other languages at home. Other students come from families who have recently settled in Wolverhampton. In addition, the school is home to a number of short and long term residential overseas students and also provides a boarding home and education to a number of UASC (Unaccompanied Asylum Seeking Children) students. With such a rich multi-cultural background, EAL students may have particular pastoral, as well as academic needs, and the department has evolved over the years to meet these.

Our Aims:

- To enable each student to acquire the language skills needed to live and work in the school's multi-cultural community and to feel at ease using English both inside and outside the school
- To enable each student, by the acquisition of these skills, to have parity of esteem amongst his/her peers and equal access to the curriculum (participation parity)
- To enable each student to reach the progressive and structured targets necessary for the external examination syllabi leading to internationally recognised qualifications in English as an Additional Language. This fulfils both the student's own sense of achievement and self-esteem, acts as an ESOL springboard into college and also the parental wishes and objectives in sending their children to study in an English school. In addition, an advanced qualification in both written and spoken English may be required for university entrance

The EAL Department, operating under the SEN umbrella, assesses language need on entry and supports EAL students to integrate within the school's multi-cultural community. The Oxford Placement Test and initial diagnostic testing assesses according to CEFR (Common European Framework) levels and results can be aligned to the DFE Proficiency in English Scale and NASSEA. These are shown below and throughout the year students are retested to monitor both progress and to assess current needs. This is usually achieved through Flash Academy testing for our UASC students, Oxford Placement Tests or practice test IELTS papers.

We endeavour to help students to adapt and benefit from their new environment and support them in their academic courses. Some students may need intensive support in their first steps of language learning whilst others may attend timetabled lessons to develop General and Academic English. In addition, some EAL lessons may target and support other curriculum subject areas or courses with particular focus on GCSE English Language. Some students benefit from support in class to access the curriculum and some need support with external school examinations and international EAL examinations such as **Pearson Edexcel ESOL, ASDAN in Personal Development, Cambridge First Certificate in English** and **IELTS**.

Oxford Placement Test Levels (CEFR* alignment)	IELTS CEFR Alignment	DFE Proficiency in English Scale	NASSEA Assessment Scale
AO (Pre-beginner) A1 (Breakthrough)	IELTS 2	A (New to English)	Induction Steps 1/2
A2 (Waystage)	IELTS 3	B (Early Acquisition)	Steps 2/3/4
B1 (Threshold)	IELTS 4/4.5 (5)	C (Developing Confidence)	Steps 5/6
B2 (Vantage)	IELTS 5.5/6 (6.5)	D (Competent)	Steps 6/7 (Step 7 students targeting English GCSE grade 4)
C1 (Effective) C2 (Mastery)	IELTS 7/7.5 (8) IELTS 8.5/9	E (Fluent)	Step 8 (Step 8 students targeting English GCSE grade 5) Step 9

How EAL enables all students to thrive and achieve

How the inclusive curriculum has been considered for pupils with additional needs

- Functional language for new arrivals is a priority so that learners are able to not only access the whole school curriculum on a rudimentary level but can develop a sense of belonging and parity within their new school environment and wider community.
- Phonics for new to English Learners develops reading skills which are key to all general and academic language – receptive and expressive.
- EAL option supports work to GCSE and develops access to interdisciplinary literacy through, for example, the teaching of Tier 2 command language
- CAMYL testing can identify SEND needs in EAL pupils. This has related to processing skills in the past and tested students may gain extra time in exams.
- In practice, New Arrivals learn in similar ways and so teaching is less adaptive but more varied to include kinaesthetic approaches
- More able students utilised to support those who are struggling but to also provide challenge. The most able students no longer need to attend EAL lessons

Adaptive teaching strategies

How learners are supported with literacy

- Literacy is learner driven, some students arrive with limited literacy in their own language and limited understanding of phonics and syntax while others arrive ready to enter GCSE English Language lessons
- Reactive remedial teaching can vary from simple phonics to GCSE course support
- A progressive learning framework builds on prior knowledge and fluency. Focus on four skills: Listening/Speaking and Reading are the priority as they form the foundations for Writing
- Learning questions identify or reactivate prior knowledge
- Functional/basic survival English taught for new to English learners, including the names of common objects and phonics.
- Constant and consistent revisiting.
- Drilling and repetition
- Flash Academy independently builds both confidence and literacy through reference to L1 language
- Scaffolding, handy hints, topic lists support all learners in accessing the whole school curriculum.

How learners are supported to retain vocabulary

- Tiered vocabulary teaching, EAL focuses on Tier 1 receptive/everyday language with constant and consistent revisiting in lesson time and through simple vocabulary games and exercises/testing
- Tier 2 subject command words taught and visible through the use of displays
- Various approaches to revisit target vocabulary to include pair and group work eg information exchange, jigsaw reading, presentations, use of realia to develop relevance etc
- Word mats

How learners are supported with numeracy

- New arrivals are taught basic number recognition and vocabulary to include simple command language of numbers eg add, subtract etc

How learners are supported to develop conceptual understanding

- Think and link activities focus on metacognition and support pupils to make links with prior learning.
- Visual stimuli and vocabulary focus
- Timelines used to comprehend concept of tenses and their uses

How teaching is adapted for learners who struggle with attention

- Department recognises its huge pastoral role in helping new arrivals adapt to their new environment, communicate, integrate and most importantly, become involved
- Focus on oral interaction in collaborative activities rather than too much book work
- Video clips eg Mr Bean used to predict future intentions, “he’s going to..”
- Use of visual stimuli and realia
- Using songs to teach structures eg prepositions
- Games and competitions to involve all

- SMSC weekly trips to include college visits and places of local interest to motivate and develop cultural awareness. These trips are where sts use their classroom language, learn, form stronger bonds and have some fun
- Consistency in structure of lessons so pupils know what is coming.

How teaching is adapted for learners who struggle with change and transition

- The life, cultural and trauma experiences of our UASC students greatly impact on their readiness to learn. Students frequently arrive in survival brain mode as opposed to learning brain so acclimatisation, orientation and SMSC learning becomes a priority in order to develop the concept of “Safety” and “belonging” with academic success following in third place.
- Social, emotional well-being takes priority through workshops and SMSC out of school trips
- Consistency in structure of lessons so pupils know what is coming.
- Lead works closely with designated teacher/SENCO/boarding staff and attends PEPS and Reviews with DT and social worker when possible so that social, emotional and academic needs are better understood. UASC follow a bespoke timetable with focus on functional skills in ESOL and Maths but also access to school curriculum where possible

New to English Framework for Learning

EAL is different to mainstream subjects in that it is a support subject based on individual skills and ability and where success, while leading to the acquisition of certificates to be college ready, ultimately results in leaving the department to integrate within the main curriculum. There are Schemes of Work for years 10 and 11. However, the list below is designed as a complete working document for both students and teachers alike with the intention of identifying the prior knowledge New to English students already possess and that which they need in order to practise the four skills and make steps towards greater fluency.

Students join the list at different points but all can achieve. To note are the simple command words of “say”, “point”, “understand”, “greet”, “name”, “pronounce”, “tell”, “read” which move towards higher level skills such as “form”, “write”, “fill in”, “use”, “explain” and “describe”. The list is based on the NASSEA framework which, here, takes students from CEFR A0 through to B1.

Progress during the course is assessed by the student and teacher together so that the student can map their own progress for themselves, reflecting on their language journey and the teacher can identify areas for further work.

New to English Learning List

Name:

Year:

Date	Comments: What do I feel about my level/progress?/What do I want to improve?

N= NO **OK=A LITTLE** **Y=YES, VERY WELL** (date)

