



Coláiste Nano Nagle
English As An Additional Language(EAL) Policy
2026

Table of Contents

1.	Mission Statement.....	4
2.	Purpose and Scope of the Policy.....	4
3.	School Ethos and Inclusive Education.....	4
4.	Definition of EAL.....	4
4.1	What EAL Is Not?.....	5
5.	Continuum of Support.....	5
6.	Roles and Responsibilities	6
6.1	Board of Management.....	6
6.2	Principal and Deputy Principal.....	6
6.3	Core EAL Teaching Team	6
6.4	Subject Teachers	7
6.5	Role of Parents and Guardians	8
6.6	Role of the Student	8
7.	EAL at Coláiste Nano Nagle.....	9
7.1	EAL Rationale.....	9
7.2	EAL Aims and Objectives	10
7.3	Inclusion and Integration	11
8.	Identification, Planning and Review	11
8.1	Transfer from Primary to Post Primary School.....	11
8.2	Transfer from Another Post Primary School.....	12
9.	Timetabling of EAL.....	13
9.1	EAL Provision	13
9.2	Small Groups.....	13
9.3	Team Teaching	13
9.4	Modern language Waivers (Junior Cycle)	14
9.5	Irish Exemptions	14
9.6	Ukrainian students.....	14
10.	Assessment.....	15
10.1	English Language Proficiency Levels.....	15
10.2	Method of Assessment	16
10.3	Record Keeping	17
10.4	Assessment Protocol	17
10.4.1	Screening of First Year Students	17
10.4.2	New Students or Transferring Students from other Schools	18

10.4.3	Assessment Scheduling	19
11.	Collaborative Culture, External Agencies and CPD	19
11.1	Student Voice	19
11.2	Staff Collaboration and CPD	19
11.3	External Agencies	20
11.3.1	The TEAL Project and Mary Immaculate College	20
11.3.2	CEALT (Community of EAL teachers)	20
12.	Promoting Language Development	21
12.1	Language Development Strategies and Curricular Access	21
12.2	Differentiation	21
12.3	Teaching Methods.....	22
12.4	Bank of Resources.....	24
	Reading: From Decoding to Comprehension (A1/A2 Level)	24
	Reading: From Decoding to Comprehension (B1 Level)	25
	Writing: From Sentence Frames to Essays (A1/A2 Level):.....	26
	Writing: From Sentence Frames to Essays (B1 Level):.....	26
	Listening: Deciphering Accents and Instructions (A1/A2 Level)	27
	Listening: Deciphering Accents and Instructions (B1 Level)	27
	Speaking: Building Communicative Confidence (A1/A2 Level)	28
	Speaking: Building Communicative Confidence (B1 Level)	28
13.	Review and Evaluation	29
14.	Bibliography	30
15.	Appendices	31

1. Mission Statement

Our School is a Christian community which welcomes students in the tradition of Nano Nagle, foundress of the Presentation Order. A primary aim of our school is the pursuit of academic excellence. We seek to develop the full potential of each person; intellectual, spiritual, emotional, social, physical and creative. To achieve this the school strives to provide an educational environment suited to the needs of each individual, within the demands of a changing world.

2. Purpose and Scope of the Policy

The purpose of this policy is to provide guidelines to school staff on the delivery of English as an Additional Language (EAL) in Coláiste Nano Nagle. This policy will provide a basis of consistency and quality while allowing for flexibility in the delivery of EAL service. The aim of our EAL policy is to ensure that students develop the competence to use English confidently to access the curriculum and reach their full potential. Coláiste Nano Nagle acknowledges the right of children to communicate and socialise in the language of their home. The variety and diversity of the languages that the children bring to the classroom and to the school yard is respected and celebrated

3. School Ethos and Inclusive Education

Coláiste Nano Nagle is a CEIST voluntary secondary school in the Presentation tradition. We are committed to providing an inclusive, respectful and supportive learning environment where diversity is valued and where all students experience belonging, participation and achievement. Inclusion is understood as a whole school responsibility and EAL provision is embedded within mainstream teaching and learning wherever possible.

4. Definition of EAL

English as an additional language is described as a temporary difficulty with accessing the curriculum due to a language deficit. This deficit can and will, with intervention improve over time. EAL refers to support provided to students whose first language is not English, enabling them to develop their English language skills in reading, writing, speaking, and listening. The

goal of EAL support is to help students become proficient in English to fully participate in both academic learning and school life. EAL does not replace or diminish the value of students' first languages but rather seeks to enhance their ability to communicate in English while maintaining their own linguistic and cultural identity.

4.1 What EAL Is Not?

While EAL students may need additional language support, they are not assumed to have learning difficulties or SEN. EAL is not a form of remedial English teaching. Instead, it focuses on helping students acquire the language and build proficiency in English in order to access the curriculum. EAL support is designed to integrate students into mainstream classes, rather than segregate them from their peers.

5. Continuum of Support

The school uses the Continuum of Support framework to identify and respond to student needs in a graduated, needs-based manner. This approach ensures that supports are tailored to the level of need, beginning with whole-class strategies and progressing, where necessary, to more targeted and intensive interventions.

At the level of Support for All, inclusive teaching practices, differentiation and universal design for learning (UDL) approaches are implemented by subject teachers to support all learners, including those with emerging EAL needs. For students requiring additional support, Support for Some is provided through targeted interventions such as small-group teaching, language support classes and specific skill development programmes. Where students present with more complex or significant needs, Support for Few involves more intensive, individualised interventions, informed by detailed assessment and, where appropriate, in collaboration with external agencies.

This graduated approach is underpinned by ongoing assessment, monitoring and review, ensuring that supports are responsive and adjusted as students' needs evolve. Collaboration between the EAL team, subject teachers, SEN team, school leadership and parents/guardians is central to effective implementation, ensuring a coordinated and consistent approach to supporting student progress, wellbeing and inclusion

6. Roles and Responsibilities

6.1 Board of Management

The Board of Management has overall responsibility for ensuring that the school fulfils its statutory obligations in relation to the education of students with special educational needs. The Board ensures compliance with relevant legislation and Department of Education circulars, oversees the appropriate and transparent use of EAL teaching resources, and supports the development, implementation and review of inclusive school policies and practices. The Board is informed annually by school leadership on the deployment of EAL resources and provision across the Continuum of Support.

6.2 Principal and Deputy Principal

The Principal, supported by the Deputy Principal, provides strategic leadership for inclusive education within the school. School leadership is responsible for establishing and sustaining whole school systems and structures that support students with EAL, including the effective deployment of resources. The Principal establishes and oversees the Core Special Education Teaching Team, ensures collaboration between staff, facilitates professional learning, and ensures that students with the greatest level of need have access to the greatest level of support. The Deputy Principal, in consultation with the Principal, plans and monitors the deployment of EAL teaching supports in line with the annual EAL school allocation. Specific responsibilities are delegated to members of the team while maintaining overall oversight and accountability.

6.3 Core EAL Teaching Team

The Core EAL Teaching Team is a dedicated group of teachers responsible for the organisation, planning, coordination and ongoing review of English as an Additional Language (EAL) provision across the school. In collaboration with the Principal and Deputy Principal, the team promotes a consistent, whole-school approach to supporting EAL learners. To ensure a joined-up and inclusive approach, two members of the EAL team attend weekly SEN meetings to support the coordination of student care, progress and interventions.

The team works collaboratively across the following key areas:

- **Assessment and Monitoring:** The team uses the NCCA Assessment Toolkit to assess students' language proficiency, track their progress over time and set clear, achievable

targets for English language development.

- **Targeted Intervention:** Focused support is provided through small-group and individual interventions, aimed at developing students' speaking, listening, reading and writing skills.
- **Curriculum Access:** The team supports access to the curriculum by scaffolding learning through the use of visual supports, dual-language resources and explicit teaching of key subject-specific vocabulary.
- **Staff Support and Capacity Building:** Guidance is provided to mainstream teachers on inclusive teaching strategies, effective co-teaching approaches and the adaptation of teaching and learning resources to meet the needs of EAL learners.
- **Integration and Inclusion:** The team supports the induction of new arrivals, promotes intercultural awareness across the school and fosters a welcoming, inclusive environment for all students.
- **Parental Engagement:** Positive relationships are developed with parents and guardians to support learning at home and to encourage active involvement in their child's education.

6.4 Subject Teachers

Subject teachers hold primary responsibility for the teaching, learning and assessment of all students in their classes, including those with EAL needs. They are expected to create inclusive, supportive classroom environments, implement agreed supports and accommodations, and apply appropriate strategies to facilitate student learning. Ongoing collaboration with the Core EAL Teaching Team is an essential part of this role.

EAL students are integrated into mainstream classes at the earliest appropriate opportunity in order to support the development of both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Subject teachers are also expected to engage with relevant Student EAL Plans and students' journal language levels to inform their planning and classroom practice. They contribute actively to the monitoring and review of student progress through the use of assessment data, professional feedback and participation in structured review processes

6.5 Role of Parents and Guardians

Parents and guardians, through their unique knowledge of their child, play a vital role in supporting their child's learning. Meaningful and consistent parental involvement is a key factor in promoting positive student outcomes. Parents have a deep understanding of their child's physical, social and developmental needs, as well as valuable insight into their child's strengths, areas for development and any family circumstances that may influence learning.

The EAL team promotes a strong partnership based on collaboration and open communication with parents and guardians of students with EAL needs. The central role of parents is to support the work of the school and to maximise learning opportunities at home. It is recognised that this can present challenges where parents are not fluent in English.

Parents and guardians are encouraged to:

- Engage in regular conversations with their child about their learning in school. This supports both the child's development and helps parents become familiar with key vocabulary and language used in learning.
- Use the Student EAL Plan as a tool for communication between home and school, supporting shared understanding of targets and progress.
- Continue to communicate with their child in their first language. Maintaining and developing the home language supports cognitive development, strengthens cultural identity and provides a strong foundation for additional language learning, while also encouraging the development of English where possible.

6.6 Role of the Student

Students with EAL are encouraged to take an active role in their own learning. Their involvement in the development, implementation and review of their learning programmes is a key principle underpinning effective EAL provision. Students are supported to participate fully in class and to contribute to their own language development, including through the use of English both inside and outside the classroom.

Students are expected to:

- Demonstrate a positive attitude towards their learning and active participation in class

activities.

- Become familiar with their learning targets and engage in the process of setting and reviewing these targets.
- Contribute, where appropriate, to the selection of materials and learning activities that support the achievement of their targets.
- Develop ownership of the skills and strategies introduced through additional support, and apply these independently to enhance their learning.

7. EAL at Coláiste Nano Nagle

7.1 EAL Rationale

“Ireland is evolving as a multi-cultural, multi-lingual nation with an outward-looking global perspective, and schools reflect this diversity... The integration of a wide variety of home languages in classroom experiences can support every child and young person to develop an understanding and appreciation of diversity.” (Meeting the Needs of Pupils Learning English as an Additional Language, 2024)

Coláiste Nano Nagle reflects this national context, with a richly diverse student population representing approximately 40 nationalities, including students from Latvia, Pakistan, India, Ukraine, Syria, Croatia and Afghanistan. This diversity is viewed as a significant strength within the school community. Students are actively encouraged to share their cultural experiences, perspectives and languages, enriching classroom learning and fostering mutual respect, inclusion and global awareness. Opportunities are created across subjects to explore cultural, social and environmental comparisons between Ireland and students’ countries of origin, supporting both academic learning and intercultural understanding.

In line with national trends, the school has also welcomed students displaced by global events, including those arriving from Ukraine. The Department of Education reported that, as of February 2024, 6,933 Ukrainian students had enrolled in post-primary schools in Ireland, highlighting the increasing importance of responsive and inclusive EAL provision.

As English is the primary language of teaching and learning, proficiency in English is essential for full participation in school life and access to the curriculum. Effective language acquisition requires the development of four key skills: listening, speaking, reading and writing. This policy provides a clear framework to support staff in delivering high quality EAL provision, ensuring that

students are supported to develop these skills while being fully included in all aspects of school life. The overarching aim is to enable EAL learners to access the curriculum, achieve their potential and participate confidently in the school community.

7.2 EAL Aims and Objectives

In Coláiste Nano Nagle, we are committed to providing high-quality, appropriate teaching and resources for students for whom English is an Additional Language (EAL), while promoting high expectations and improved outcomes for all learners. The primary aim of EAL provision is to equip students with the linguistic skills necessary to access the full curriculum and to participate confidently in all aspects of school life.

EAL provision seeks to ensure that students have equitable access to learning opportunities alongside their peers, through the development of proficiency in listening, speaking, reading and writing. A key focus is the development of both everyday communication skills (BICS) and the academic language (CALP) required for success in Junior Cycle and Leaving Certificate programmes. Students are supported to develop an understanding of how the English language works, alongside the acquisition of subject-specific vocabulary necessary for achievement across the curriculum.

Support is delivered through a structured, evidence-informed and needs-based approach, underpinned by early identification, ongoing assessment and regular monitoring of progress. Targeted interventions are complemented by inclusive classroom practices, with subject teachers supported by the EAL team to adapt teaching, learning and assessment approaches, particularly in relation to vocabulary development.

The school promotes the full integration of EAL students into the academic and social life of the school, fostering a positive, inclusive environment where diversity is valued and students experience a strong sense of belonging. Collaboration between teachers, school leadership, parents/guardians and external agencies is central to this approach.

EAL provision also places a strong emphasis on student wellbeing, independence and confidence as learners, while supporting smooth transitions into post-primary education, through stages of support and onwards to further education or employment. Ongoing school self-evaluation ensures that provision remains responsive, effective and aligned with Department of Education

policy and best practice.

7.3 Inclusion and Integration

Coláiste Nano Nagle is strongly committed to the inclusion and meaningful integration of students with EAL. The school promotes a culture of respect, equality and openness, where diversity is recognised as a strength and all students are encouraged to value and appreciate different perspectives. Teaching and learning approaches actively reflect this ethos, with international and intercultural topics explored in a balanced and respectful manner.

Class tutors and Year Heads play an important role in supporting the social integration of EAL learners. Students are encouraged to participate in a wide range of curricular and co-curricular activities and to build relationships beyond their immediate peer groups. Engagement is monitored and supported to ensure that students are fully included and able to benefit from the opportunities available within the school.

EAL learners are provided with meaningful opportunities to celebrate and share their linguistic and cultural identities across school life. Intercultural education is embedded across the curriculum and aligned with the school's ethos, supporting all students in developing intercultural awareness and understanding. This is further enhanced through key initiatives such as Intercultural Day, the SPHE programme and the recognition of significant cultural and religious events.

A wide range of extracurricular activities and clubs also support inclusion, providing informal opportunities for students to connect and participate. The school actively encourages parental involvement in events and school activities, recognising the important role of families in fostering inclusion and community. Religious education programmes at both Junior Cycle and Leaving Certificate further support respect for different beliefs and traditions, contributing to a welcoming and inclusive school environment for all.

8. Identification, Planning and Review

8.1 Transfer from Primary to Post Primary School

Coláiste Nano Nagle adopts a structured, collaborative and student centred approach to supporting the transition of students from primary to post-primary education, in line with the Continuum of Support and current Department of Education and NCSE guidance. From the point of registration and enrolment, parents and guardians are provided with clear information

on the school's inclusive approach to teaching and learning, including the range of EAL supports available.

As part of this process, a member(s) of the SEN Team liaises with feeder primary schools to identify students who may have additional needs, including those requiring EAL support. Relevant information and documentation are requested and shared, in accordance with the school's Admissions Policy, to ensure that appropriate supports, resources and interventions are in place from the outset.

All documentation relating to students with EAL is reviewed by the Principal, who determines the level and type of support to be provided. This may include the allocation of EAL support, additional teaching resources or other appropriate supports. This coordinated and proactive approach supports a smooth transition and enables students to settle successfully into post-primary school life.

8.2 Transfer from Another Post Primary School

Coláiste Nano Nagle adopts a structured, collaborative and student centred approach to supporting the transition of students from primary to post-primary education, in line with the Continuum of Support and current Department of Education and NCSE guidance. From the point of registration and enrolment, parents and guardians are provided with clear information on the school's inclusive approach to teaching and learning, including the range of EAL supports available.

As part of this process, a member(s) of the SEN Team liaises with feeder primary schools to identify students who may have additional needs, including those requiring EAL support. Relevant information and documentation are requested and shared, in accordance with the school's Admissions Policy, to ensure that appropriate supports, resources and interventions are in place from the outset.

All documentation relating to students with EAL is reviewed by the Principal, who determines the level and type of support to be provided. This may include the allocation of EAL support, additional teaching resources or other appropriate supports. This coordinated and proactive approach supports a smooth transition and enables students to settle successfully into post-primary school life.

9. Timetabling of EAL

9.1 EAL Provision

Students for whom English is not a first language and who are in Ireland less than two years are tested in order to determine their English Language Proficiency Level. The information gathered is captured in an application for Temporary English Language Support that is completed and sent to the Department of Education and Youth in the latter part of each school year. Based on an analysis of this application the Department of Education and Youth determine the allocation of hours to be given to the school for the next school year.

In accordance with Circular 15/2009, pupils at Coláiste Nano Nagle who meet the criteria for EAL will receive support for her first two years in the Irish school system. After a pupil has received two years of EAL support, additional support may be provided. This level of support is dependent on the availability of staff in the school and an annual evaluation of all the needs across the school.

9.2 Small Groups

At Coláiste Nano Nagle, we implement a combination of withdrawal and in-class support approaches to enhance student progress. EAL students who are timetabled for targeted EAL classes benefit from small group instruction, ensuring that allocated support hours are used effectively. Where feasible, students are grouped according to their language proficiency levels for example, A1 learners focus on developing essential “Survival English,” while B1 learners concentrate on building “Academic Language.”

Provision is reviewed annually to ensure that support is directed towards students with the greatest level of need. Students who achieve proficiency at B1/B2 level are gradually transitioned to mainstream classes with appropriate supports or to more independent learning pathways.

9.3 Team Teaching

Team teaching and in class support are actively promoted as inclusive approaches to EAL provision. This model supports students to remain meaningfully engaged in mainstream classes while benefiting from additional teaching support. Team teaching facilitates differentiation, scaffolding and shared responsibility for student learning and is used where it best meets student need. The effectiveness of team-teaching arrangements is reviewed regularly as part of the school’s planning and review processes.

9.4 Modern language Waivers (Junior Cycle)

Coláiste Nano Nagle maintains a policy that promotes and encourages the study of all modern languages at the Junior Cycle level. However, flexibility is provided for students who, through consultation between parents/guardians and the school, have waived the requirement to study a modern language. During these scheduled language periods, students have the opportunity to attend supervised study or access additional resource support.

In accordance with Department of Education criteria, newly enrolled students from abroad with no prior understanding of English are required to focus their language studies exclusively on English to facilitate rapid integration.

9.5 Irish Exemptions

Irish exemptions are granted in accordance with Circular 0055/2022. A record of students who have been granted an exemption, including the grounds for the exemption, is maintained on SharePoint and VSWare. This record is updated at the beginning of each academic year and reviewed regularly as required.

Exemptions from the study of Irish are considered under the following criteria:

1. **Education outside the State:** the student has received their primary education outside Ireland and did not have the opportunity to study Irish.
2. **Significant period of absence from Irish schooling:** the student was previously enrolled in an Irish primary school but spent a substantial period abroad, resulting in limited or no meaningful engagement with Irish.
3. **Significant and persistent special educational needs:** the student presents with significant, multiple and enduring needs which constitute a substantial barrier to participation in Irish, despite targeted, evidence-informed interventions having been implemented and documented over time (e.g. through Student Support Files).

9.6 Ukrainian students

The Irish Government adopted a coordinated national approach to supporting displaced Ukrainian families. The Department of Education has implemented a range of measures to assist schools in meeting the needs of Ukrainian students and to support their successful integration

into the education system.

Coláiste Nano Nagle operates in line with this guidance and is committed to ensuring a supportive and inclusive transition for Ukrainian students joining the school community. Where required, schools may apply for additional temporary EAL teaching hours to respond to increased need.

Within the school, students' English language proficiency is assessed on entry, and appropriate, personalised supports are put in place. This includes targeted language support and ongoing monitoring to enable students to access the curriculum effectively and to participate fully in school life within a welcoming and inclusive environment.

10. Assessment

10.1 English Language Proficiency Levels

Recognising that every student has unique requirements based on their specific English language proficiency is essential. Support at Coláiste Nano Nagle is structured around the first three stages of the six-point Common European Framework of Reference for Languages (CEFR) scale: A1, A2, and B1.

The progression of these levels is defined as follows:

- **A1 (Breakthrough):** This is the initial target for newly arrived students with little to no prior English. It focuses on the fundamental communication required to navigate daily school routines and the general environment.
- **A2 (Waystage):** This intermediate stage marks a level where the student can increasingly participate in and benefit from learning within the mainstream classroom.
- **B1 (Threshold):** This level defines the proficiency necessary for a student to be considered fully integrated into mainstream education.

Level A1	Level A2	Level B1
<p>Student has very basic proficiency which is limited to familiar words and phrases. Spoken interaction demands support from the other person and responses are simple, often single words or short phrases. Student can write short simple texts when provided with a model or other support.</p>	<p>Student has some proficiency, generally related to areas of relevance and familiarity. Can interact in simple and routine tasks on familiar topics. Student can use a series of phrases or sentences to describe, explain etc. Student can write short notes and texts.</p>	<p>Student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can produce simple connected text on topics which are familiar or of personal interest.</p> <p>Student Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</p>

10.2 Method of Assessment

While many students rapidly develop basic interpersonal communication skills, the cognitive academic language proficiency required for deep subject study is significantly more complex and may necessitate ongoing support for up to a decade.

To ensure effective progression, EAL students at Coláiste Nano Nagle are evaluated using the NCCA Post-Primary Assessment Kit. These proficiency assessments are standardised for use across both Junior and Senior Cycles, allowing for the consistent monitoring and recording of language acquisition over time.

NCCA Assessment Kit Link: [Link to Document](#)

Levels Used in Post Primary Assessment Toolkit			
Level 0	Level A1	Level A2	Level B1
Absence of any English language proficiency.	Can understand and use basic words and phrases in a social and school context	Can understand, read and write simple English and can speak English sufficiently well to exchange information.	Can function well enough in English to be fully integrated into the mainstream classroom

10.3 Record Keeping

- Assessments are carried out by members of the EAL team, with outcomes recorded in an individual student file. These records are stored securely and are accessible only to relevant staff, in line with data protection requirements.
- Students' proficiency in reading, writing, speaking and listening is assessed and recorded separately. This information is used to inform targeted support and appropriate interventions across each language domain.
- Students' language levels are clearly communicated to subject teachers through a journal based system (a sticker based on levels), enabling teachers to plan and differentiate effectively in the classroom.

10.4 Assessment Protocol

10.4.1 Screening of First Year Students

In Coláiste Nano Nagle, all incoming First Years are screened using the standardized Post Primary Assessment Toolkit test for EAL in May.

- Students who are below the B1 threshold will receive further EAL support if they meet the allocation criteria.
- Parents of students identified with EAL needs will be contacted and made aware of supports that will be put in place for the student.

10.4.2 New Students or Transferring Students from other Schools

Students for whom English is not their first language, particularly those who enrol during the school year, may experience additional challenges as they adjust to a new environment and may feel a sense of difference when joining an established school community. Coláiste Nano Nagle is committed to supporting these students through a structured and welcoming induction process. All new students receive an induction, a Welcome Pack and a guided tour of the school to support their initial transition. An adjustment period of approximately two to three weeks is provided to allow students to become familiar with the school environment before formal language assessments take place.

Following this period, students' language proficiency is assessed and, where students are identified as being below a B1 level, additional EAL support is provided in line with allocation criteria. Parents and guardians are informed of the supports in place and are encouraged to engage with the school in supporting their child's learning.

EAL students are integrated into mainstream classes at the earliest appropriate opportunity, supporting the development of both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and enabling full participation in school life.

10.4.3 Assessment Scheduling

At Coláiste Nano Nagle, progress in the acquisition of English will be regularly assessed and monitored. Initial assessment will be undertaken by the EAL team, 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 assessments will take place in November, and the second assessments will take place in April 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.

11. Collaborative Culture, External Agencies and CPD

11.1 Student Voice

Planning for students with EAL is collaborative and person centred. Students' views, preferences and aspirations are central to decision making. Coláiste Nano Nagle works closely with parents/guardians, SNAs, external professionals and the Department to ensure coherent and responsive supports. The student council also is included and consulted during the process of any changes to policies and procedures.

11.2 Staff Collaboration and CPD

At Coláiste Nano Nagle, we are committed to a culture of continuous improvement through active engagement with Oide, the national support service for teachers and school leaders. Our staff regularly participate in Oide's professional learning programmes, including bespoke in-school support and specialised Communities of Practice, ensuring that our pedagogical approaches remain evidence-based and aligned with current national priorities.

Through ongoing upskilling in key areas such as Digital Technologies, Inclusive Education (EAL/SEN) and Restorative Practice, teachers are supported to act as 'learning leaders', bringing new knowledge and insights back to the wider staff. This approach fosters a sustained support model, where collaborative reflection and the sharing of effective practice are embedded in everyday school life.

This culture of professional collaboration ensures that high-quality, innovative teaching

strategies are consistently implemented across the school, contributing to a cohesive and responsive learning environment for our students, their families and the wider school community.

11.3 External Agencies

11.3.1 The TEAL Project and Mary Immaculate College

At Coláiste Nano Nagle, our EAL provision is strongly shaped by our long-standing partnership with Mary Immaculate College (MIC) through the TEAL (TED English as an Additional Language) Project.

Led by Dr Fíodhna Gardiner-Hyland, a specialist in language and literacy education at MIC, the TEAL project provides a valuable professional learning network for our staff. Since its establishment in 2019, teachers from Coláiste Nano Nagle have actively contributed as EAL practitioners within this collaborative initiative.

Through this partnership, staff have had the opportunity to work closely with Dr Gardiner-Hyland and the MIC research team to develop and implement evidence-informed, plurilingual approaches. These practices recognise and value students' home languages while supporting the development of English proficiency.

The impact of this collaboration is further evidenced by the project's national recognition, including the European Language Label Award and the Teaching Council Croí Research Bursary, ensuring that our students benefit from innovative, research-led and high-quality approaches to language learning.

11.3.2 CEALT (Community of EAL teachers)

Building on the success of the TEAL Project, Coláiste Nano Nagle is a key participant in CEALT (Community of EAL Teachers), a national professional learning community launched in late 2025 by Mary Immaculate College in partnership with the Limerick Education Support Centre (LESC).

This link ensures that our staff are not just practitioners, but teacher-leaders at the cutting edge of EAL pedagogy in Ireland.

12. Promoting Language Development

12.1 Language Development Strategies and Curricular Access

Strategy Area	Approach
Risk-Taking and Fluency	Students are encouraged to prioritise communication over grammatical accuracy. The use of ‘interlanguage’ (a blend of known and emerging English) is promoted to support participation in subject discussions without fear of making errors.
The ‘Silent Period’ and Active Listening	Teachers recognise that language acquisition varies between students and provide low-stakes participation strategies during the initial silent phase (e.g. pointing to visuals, using traffic lights, matching activities), alongside scaffolded input to support comprehension.
Strategic Social Integration	Structured collaborative learning strategies (e.g. Think–Pair–Share, Rally Coach) are used to pair EAL learners with fluent peers, providing safe and supportive linguistic models for academic tasks.
Disciplinary Literacy and Reading for Purpose	Reading is promoted through the use of High-Interest, Low-Reading-Age (Hi-Lo) texts and graphic novels that are age-appropriate. Students are supported to use context and visual cues to decode meaning within subject-specific texts.
Multimodal Immersion	Students are exposed to English through a range of media, including podcasts, educational videos and digital content. The use of English subtitles is encouraged to support connections between spoken and written language.
Vocabulary Development (Semantic Mapping)	Students are supported to organise vocabulary using semantic fields (topic-based groupings) or tools such as Frayer Models, rather than alphabetical lists, to strengthen conceptual understanding (e.g. grouping key Geography terms together).
Scaffolded Homework and Digital Support	Homework is supported through digital platforms (e.g. Teams, VSware), enabling the use of assistive technologies such as Immersive Reader and translation tools. The school journal remains an important link for communication with parents/guardians.
Translanguaging for Understanding	Students are encouraged to use their home language to explore and understand complex concepts, supporting cognitive development while English proficiency continues to develop.
Inclusive Assessment and Reporting	Assessment approaches are differentiated, allowing students to demonstrate understanding through varied formats (e.g. diagrams, oral responses). Parent Teacher Meetings are used to discuss both academic progress and language development, including reference to CEFR descriptors.

12.2 Differentiation

Differentiated EAL instruction at Coláiste Nano Nagle is a proactive response to the linguistic diversity of our classrooms. We move beyond ‘one-size-fits-all’ teaching to ensure that EAL learners can access the curriculum at their cognitive level, regardless of their English proficiency.

The following modern pedagogical approaches are recommended for all staff:

Strategy Area	Approach
Scaffolding Academic Language (CALP)	Move beyond general learning objectives to include explicit language objectives. Focus on teaching 'Tier 2' academic vocabulary (e.g. analyse, illustrate, contrast) required for engagement with subject content and state examinations.
Use of Translanguaging	Encourage students to use their home language (L1) as a support for learning. This may include brainstorming in L1, using multilingual glossaries or discussing complex concepts in subjects such as Science and History before expressing understanding in English.
Multimodal Content Delivery	Support understanding through the use of visual organisers, infographics and video content. Apply dual coding strategies by combining text with relevant visuals to reduce cognitive load and enhance comprehension.
Tiered Questioning and Wait Time	Differentiate questioning using Bloom's Taxonomy to match students' language proficiency. Provide extended wait time to allow students to process, translate and formulate responses.
Digital Literacy and Assistive Technology	Utilise digital tools and 1:1 devices to support learning, including translation tools (e.g. Google Lens, Microsoft Translator) and immersive readers. Students may demonstrate understanding through alternative formats such as digital presentations, audio recordings or typed responses.
Structured Collaborative Learning	Implement strategic grouping to support both language development and content understanding. Pair students with fluent peers for modelling, while also allowing same-language groupings to support deeper discussion of complex material.
Formative Assessment and Low-Stakes Success	Use regular 'check for understanding' strategies (e.g. mini-whiteboards, traffic light systems) to monitor learning. Provide early opportunities for success within lessons to build confidence and encourage active participation in language learning.

12.3 Teaching Methods

Strategy	Description / Application
Activity-Based Learning	Engages students actively in their learning through practical, hands-on tasks that support understanding and retention.
BICS and CALP	Supports the development of both everyday communication skills (BICS) and academic language proficiency (CALP).
Bilingual Glossaries	Provides key vocabulary in both English and the student's home language to support comprehension and retention.
Brainstorming	Encourages idea generation and activates prior knowledge at the start of a topic or lesson.
Case Study Methodology	Applies real-life contexts to learning, supporting critical thinking and application of knowledge.
Concept Formation	Supports students in developing understanding of key ideas through structured exploration and discussion.
Decision-Making Exercises	Encourages critical thinking and evaluation skills through structured choices and outcomes.
Discussion	Promotes language development and deeper understanding through structured talk and exchange of ideas.

Dotmocracy	Enables students to vote and prioritise ideas collaboratively using visual markers (dots).
Drama	Supports language development and confidence through role-play, performance and expression.
Edmodo	Digital platform used to support communication, assignment sharing and collaborative learning.
Graphic Organisers	Visual tools (e.g. mind maps, charts) used to organise ideas and support understanding.
Group Work	Encourages collaboration, peer learning and communication skills development.
ICT Facilities	Utilises digital tools and technologies to enhance teaching, learning and access to information.
Jigsaw	Cooperative learning strategy where students become 'experts' in one area and teach peers.
Journal Work	Uses the school journal to support organisation, reflection and communication with home.
Kahoot	Interactive quiz-based platform used to reinforce learning in an engaging way.
Library Research	Develops independent learning and information literacy skills through guided research.
Modelling	Demonstrates tasks or processes explicitly to support student understanding and replication.
Placemat	Collaborative strategy where students contribute ideas individually and collectively on a shared space.
Post-it Exit Notes	Quick formative assessment strategy where students reflect on learning at the end of a lesson.
Presentation and Interpretation of Data	Develops analytical skills through organising, presenting and interpreting information.
Problem Solving	Encourages critical thinking through engaging with challenges and finding solutions.
Quizlet	Digital tool used to support vocabulary development and revision through interactive activities.
Role Play	Allows students to explore scenarios and develop language skills through acting out situations.
Rosetta Stone	Language learning platform supporting English language acquisition.
SATPIN	Phonics-based strategy supporting early literacy and decoding skills.
Self-Assessment Activities	Encourages students to reflect on their own learning and identify areas for improvement.
Simulation Games	Provides experiential learning through simulated real-world scenarios.
Translate App	Supports comprehension and communication through digital translation tools.
Use of School Journal (World Days)	Records and promotes awareness of significant cultural and global events.

12.4 Bank of Resources

In Coláiste Nano Nagle, to support students at A (Beginner/Elementary) and B (Intermediate/Independent) levels in an Irish post-primary context, resources must balance 'Survival English' with the Academic Language (CALP) needed for the Junior and Leaving Certificate. Here is a curated bank of high-quality, research-validated resources, at differentiated level stages, within the Reading, Writing, Listening and Speaking domains:

Reading: From Decoding to Comprehension (A1/A2 Level)

Resource	Description / Application
Bow Valley College ESL Literacy Readers	A series of digital, beginner-friendly readers designed for older learners at early literacy stages (A1), supporting foundational reading skills. Access here: Bow Valley ESL Literacy Readers
Duolingo Stories	Provides short, repetitive reading texts with audio support to build confidence and comprehension through accessible storytelling. Access here: https://duostories.org/
News in Levels	Offers real-world news articles adapted into three language levels, supporting differentiated reading and vocabulary development. (Easy English News) Access here: News in Levels
Penguin Readers (Starter Level 1)	High-interest, low-reading-age graded readers designed for language learners, combining accessible text with engaging content and visuals. (Penguin Readers) Access here: Penguin Readers
Starfall	An interactive platform that supports early reading through phonics-based activities, games and visual supports. Access here: https://www.starfall.com/h/

Reading: From Decoding to Comprehension (B1 Level)

Resource	Description / Application
Breaking News English	Provides current news stories across multiple levels (including B1) with downloadable worksheets and listening activities to support comprehension and vocabulary development. Access here: https://breakingnewsenglish.com/
CommonLit	Offers high quality literary and informational texts with built-in supports such as vocabulary prompts and comprehension questions, suitable for developing academic reading skills. Access here: https://www.commonlit.org/
Lingua.com (B1 Reading Texts)	Provides structured B1-level texts followed by targeted comprehension exercises (e.g. multiple choice, true/false) to reinforce understanding. Access here: https://lingua.com/
Newsela	Allows teachers to adjust the reading level (Lexile level) of real-world news articles instantly, supporting differentiation and access to authentic texts. Access here: https://newsela.com/
RTÉ Learn news2day	Irish-based resource offering age-appropriate news content with accompanying written articles and educational supports, promoting engagement with current affairs. Access here: https://www.rte.ie/learn/

Writing: From Sentence Frames to Essays (A1/A2 Level):

Resource	Description / Application
English Language Support Programme (ELSP)	Provides “Language Support Activity Units” linked to Junior and Leaving Certificate subjects, supporting early-stage learners with structured writing tasks. Access here: http://www.elsp.ie/
Junior Cycle English Graphic Organisers	Supports writing through structured planning tools such as ranking ladders, star diagrams and KWL charts, helping students organise ideas before writing. Access here: https://www.scoilnet.ie/post-primary/english/graphic-organizers/
My Life in Ireland (Integration Supports)	Supports early language learners in developing everyday writing linked to real-life experiences, helping build basic communication skills (BICS). Access here: https://www.integration.ie/
Oide EAL Post-Primary Visual Writing Prompts	Uses CEFR ‘Can-Do’ statements and visual prompts tailored to the Irish context to support structured writing development for A1/A2 learners. Access here: https://oide.ie/post-primary/eal/resources/
Write & Improve	Interactive platform that provides immediate feedback on grammar and spelling, allowing students to practise writing in meaningful, localised contexts. Access here: https://writeandimprove.com/

Writing: From Sentence Frames to Essays (B1 Level):

Resource	Description / Application
Mote	Voice note software that allows teachers to give spoken feedback on student writing, supporting listening skills and phonological awareness during the editing process. Access here: https://www.mote.com/
Quill	Focuses on sentence combining and grammar development, helping students progress from simple to more complex sentence structures using conjunctions. Access here: https://www.quill.org/
Storybird	Enables creative and collaborative story writing using visual prompts, supporting engagement and language development for EAL learners. Access here: https://storybird.com/
The Literacy Shed	Provides rich visual stimuli and resources to support descriptive and narrative writing, particularly useful for Junior Cycle English. Access here: https://www.literacyshed.com/en-ie/
Twee	Generates writing prompts, gap-fill activities and sentence-building exercises from texts or videos, tailored to specific CEFR levels (A1–B2). Access here: https://twee.com/

Listening: Deciphering Accents and Instructions (A1/A2 Level)

Resource	Description / Application
ELLLO (English Listening Lesson Library Online)	Provides authentic listening activities featuring conversations between international speakers, supporting exposure to a variety of accents at A1/A2 level. Access here: https://www.ello.org/
Learn English Teens (British Council)	Offers listening activities based on real-life scenarios (e.g. school, daily routines), including audio, transcripts and interactive comprehension tasks. Access here: https://learnenglishteens.britishcouncil.org/skills/listening
Listen a Minute	Short listening texts accompanied by extensive activity packs (e.g. gap-fills, dictation, vocabulary tasks), ideal for intensive listening practice. Access here: https://listenaminute.com/
Lyrics Training	Engages students through music videos where they listen and fill in missing lyrics, supporting listening accuracy in an interactive format. Access here: https://lyricstraining.com/
Randall's ESL Cyber Listening Lab (Easy Level)	Focuses on everyday topics such as routines, shopping and school, with structured listening tasks suitable for beginner learners. Access here: https://www.esl-lab.com/easy/

Listening: Deciphering Accents and Instructions (B1 Level)

Resource	Description / Application
BBC 6 Minute English	Short audio discussions that bridge everyday conversation and academic listening, supporting vocabulary development and comprehension at B1 level. Access here: https://academic-englishuk.com/bbc/
ESL Brains	Provides video-based lesson plans using authentic, high-interest content (e.g. business, culture), supporting listening and discussion skills in a structured way. Access here: https://eslbrains.com/lesson_plan/free-english-lesson-plans/
ESOL Materials Ireland (B1 Modules)	Offers downloadable and interactive resources tailored to the Irish context, supporting understanding of both standard English and Hiberno-English. Access here: https://esolmaterialsireland.com/resources/
Podcasts in English	Features short, natural conversations between native speakers, with Level 3 suitable for B1+ learners and supported by worksheets focusing on detail and inference. Access here: https://www.podcastsinenglish.com/

TED Ed Lessons	Provides short, animated educational videos that support comprehension of more advanced and subject-specific vocabulary through strong visual scaffolding. Access here: https://ed.ted.com/lessons
-----------------------	--

Speaking: Building Communicative Confidence (A1/A2 Level)

Resource	Description / Application
Baamboozle	Interactive game-based platform with ready-made speaking and vocabulary activities, supporting engagement and oral language development. Access here: https://www.baamboozle.com/
British Council Learn English Teens: Video Zone	Short, engaging videos of teenagers discussing everyday topics, supporting listening and speaking through relatable content. Access here: https://learnenglishteens.britishcouncil.org/study-break/video-zone
Dave's ESL Café: Speaking Activities	Provides a wide range of speaking games, icebreakers and classroom activities suitable for beginner learners. Access here: https://www.eslcafe.com/resources/lesson-plans/speaking
Language Guide	Interactive visual vocabulary tool where students hear pronunciation and practise repeating everyday words and phrases. Access here: https://www.languageguide.org/english/vocabulary/
Vocaroo	Simple voice recording tool allowing students to record, review and share short spoken responses, supporting confidence and self-assessment. Access here: https://vocaroo.com/

Speaking: Building Communicative Confidence (B1 Level)

Resource	Description / Application
British Council B1 Speaking (Video Zone)	Provides structured speaking activities and video models demonstrating key phrases for discussion and debate (e.g. "I see your point, but..."), supporting Junior Cycle oral communication skills. Access here: https://learnenglishteens.britishcouncil.org/skills/speaking/b1-speaking
ESL Brains (B1 Intermediate)	Lesson plans with warm-up and discussion sections using targeted B1-level questions, supporting fluency and comparative language development. Access here: https://eslbrains.com/esl-lesson-plans/b1-intermediate/
Film English	Uses short films as stimuli for speaking tasks; students predict outcomes and

	<p>discuss ideas using structured language such as the future conditional.</p> <p>Access here: https://film-english.com/category/intermediate-b1-advanced-c1/</p>
The New York Times Learning Network	<p>Provides visual prompts to develop higher-order speaking skills, encouraging students to interpret, infer and express opinions beyond basic description.</p> <p>Access here: https://www.nytimes.com/column/learning-whats-going-on-in-this-picture</p>
Voki	<p>Enables students to create avatars and record spoken explanations (e.g. for CBAs), supporting pronunciation, clarity and confidence without performance pressure.</p> <p>Access here: https://l-www.voki.com/</p>

13. Review and Evaluation

This policy was ratified by the Board of Management on:

Date: 14/05/2026

Signed: *Eddie Bourke*

Chairperson, Board of Management

14. Bibliography

Category	Document / Policy	Access / Link
Foundational Legislation & Data Protection	Education Act (1998)	https://www.irishstatutebook.ie/eli/1998/act/51/enacted/en/html
	Education (Welfare) Act (2000)	https://www.irishstatutebook.ie/eli/2000/act/22/enacted/en/html
	Data Protection Act (2018)	https://www.irishstatutebook.ie/eli/2018/act/7/enacted/en/html
Department of Education Circulars & Frameworks	Circular 0015/2009: Meeting the Needs of Pupils Learning English as an Additional Language	https://www.gov.ie/en/circular/5b6c5-circular-00152009/
	Wellbeing Policy Statement and Framework for Practice (2018–2023)	https://www.gov.ie/en/publication/626fb-wellbeing-policy-statement-and-framework-for-practice-20182023/
	Looking at Our School 2022: A Quality Framework for Post-Primary Schools	https://www.gov.ie/en/publication/4c4b0-looking-at-our-school-2022-a-quality-framework-for-post-primary-schools/
	Circular 0055/2022: Exemptions from the Study of Irish (Post-Primary)	https://www.gov.ie/en/circular/1f6c9-circular-00552022-exemptions-from-the-study-of-irish/
	Circular 0056/2022: School Self-Evaluation: Next Steps (Sept 2022 – June 2026)	https://www.gov.ie/en/circular/af208-circular-00562022-school-self-evaluation-next-steps/
	Circular 0064/2024: Guidelines for Post-Primary Schools Supporting Young People with SEN in Mainstream Classes	https://www.gov.ie/en/publication/d42c1-guidelines-for-post-primary-schools-supporting-young-people-with-special-educational-needs-in-mainstream-classes/
International Recommendations	Council of Europe Recommendation CM/Rec (2022)1: Plurilingual and Intercultural Education for Democratic Culture	https://search.coe.int/cm/pages/result_details.aspx?objectid=0900001680a4c8a5
Research & Evidence Base	Sharples, R. (2021). <i>Teaching EAL: Evidence-based Strategies for the Classroom and School</i> . Multilingual Matters	(Book – publisher source)
	Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning (Inspectorate, 2024)	https://www.gov.ie/en/publication/0c9d3-meeting-additional-language-needs/
Recent Findings & Updates	The Quality of Education for Children and Young People from Ukraine (Feb 2024)	https://www.gov.ie/en/publication/8b61e-the-quality-of-education-for-children-and-young-people-from-ukraine/
	Traveller and Roma Education Strategy 2024–2030	https://www.gov.ie/en/publication/8e0c5-traveller-and-roma-education-strategy-2024-2030/
	Inspection for Improvement (2024): Follow-through Inspections of EAL Provision (Sept–Dec 2024)	https://www.gov.ie/en/publication/inspection-for-improvement/

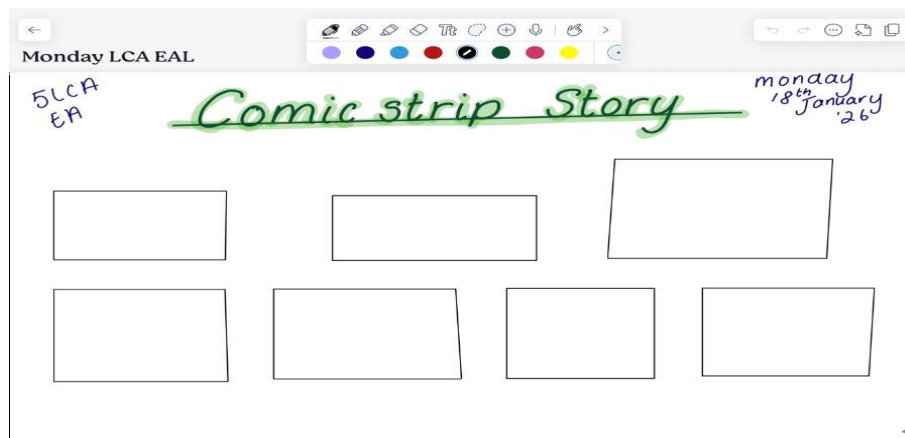
15. Appendices

Comic Strip Summaries

Description: Students summarise learning through visual sequencing and captions. Students create 4–6 panels explaining a concept or process.

CEFR Differentiation:

- Labels only (A1–A2)
- Short captions (B1)
- Detailed explanation/dialogue (B2–C2)
- Junior Cycle: Supports literacy and comprehension. Leaving Certificate: Used as a revision strategy to clarify complex processes.



Speed Summary Swap

- **Description:** Students summarise a topic/ add what they know about a topic in 30 secs, then swap.
- **Similar:** One Minute Paper

One Minute Paper

Individual Work

Take out a blank page.

Think to yourself... what is culture?

Based on your understanding of what culture is, write down some **representations** of Irish culture that are visible to you from the section we have read.

Look at the images on this slide to help you to **identify** some of the **cultural elements** that were present.

You have 1 minute.



Learning Intentions

By the end of class today I will be able to..

- achieve an understanding of the book's plot, characters, and themes, contributing to my overall comprehension of the novel ✓
- work well with my classmates ✓
- identify aspects of Irish culture in the book and compare these with other cultures - differences and similarities ✓

01 : 00
MINUTE SECONDS

Collaborative Study Guide

Description: Students are given sections of a topic to study and produce notes on. They will combine their shared notes to cover the full topic.

PRESENT SIMPLE TENSE
Collaborative Study Guide

When/Why do we use it?
Group 1 / Student 1

Work together to create a section of a poster that will outline the reasons when/ why we use the Present Simple Tense

Affirmative
Group 2 / Student 2

Work together to create a section of a poster about the Present Simple Tense: Focus on the Affirmative rule
I speak English
He speaks English

Negative
Group 3 / Student 3

Work together to create a section of a poster about the Present Simple Tense: Focus on the Negative rule
I speak English
I don't speak English

Question
Group 4 / Student 4

Work together to create a section of a poster about the Present Simple Tense: Focus on the Question rule
Do you speak English?