ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Date reviewed	June 2023
Frequency	Annually
Next review date	July 2024
Reviewed by	Academic Standards, SEN and Educational Trips Committee

Signed:..   **Dated:** <u>13/07/2023</u>

Chair of Governors

Signed:..   **Dated:** <u>13/07/2023</u>

Principal

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Rationale

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Equality Act 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Goldington Academy is committed to providing an appropriate and high-quality education to all the pupils in our school. We believe that all children, including those identified as having English as an Additional Language (EAL) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

At Goldington Academy we believe every teacher is a teacher of every child including those with EAL. We believe that all pupils should be equally valued in our school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Goldington Academy is committed to inclusion. Part of the academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, to offer new opportunities to learners who may have experienced previous difficulties and to respond to learners in ways which take account of their varied life experiences and needs.

At Goldington Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

This policy sets out the Academy's aims, objectives and strategies with regard to the needs and skills of EAL pupils

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the Academy.
- To implement Academy-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Objectives

The EAL policy strongly advocates the following principles:

- Importance of language being the key tool
- Quality first teaching and learning
- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her EAL need. In line with the Equality Act we will not discriminate against EAL children and we will take all reasonable steps to provide effective educational provision.

Strategies

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.

- The language development of all students is the responsibility of all staff (teachers, learning support staff, etc) through modelling of language as well as quality first teaching approaches.
- There will be liaison between all departments and the EAL department to discuss language acquisition and development within the structure of the lesson.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- As part of Teachers' Standards 5, teachers must "adapt teaching to respond to the strengths and needs of all pupils." Teachers must, "have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." To this extent, teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping as part of Quality First Teaching approaches.
- Support will be provided in various forms, including induction classes for complete beginners in English and students who are new arrivals to the country; the provision of in-class support and intervention work in small groups where appropriate.

Curriculum Access and Provision

Teaching and Learning

The following levels indicate how an EAL student acquires language:

1. **Lexicon -** the vocabulary of a person

2. **Phonology –** the patterns and organisation of sounds in a language; how speech sounds are organised in the mind and used to convey meaning.

3. **Morphology** – how words are formed and their relationship to other words in the same language

4. **Syntax -** the arrangement of words and phrases to create well-formed sentences in a language.

5. **Discourse -** any piece of extended language, written or spoken, that has unity and meaning and purpose.

The first course of EAL provision is through a quality first teaching approach. In order to meet the needs of all pupils, teachers differentiate work to meet individual learning needs and to plan, mark and assess classwork and homework effectively. The following are examples of how provision may be implemented:
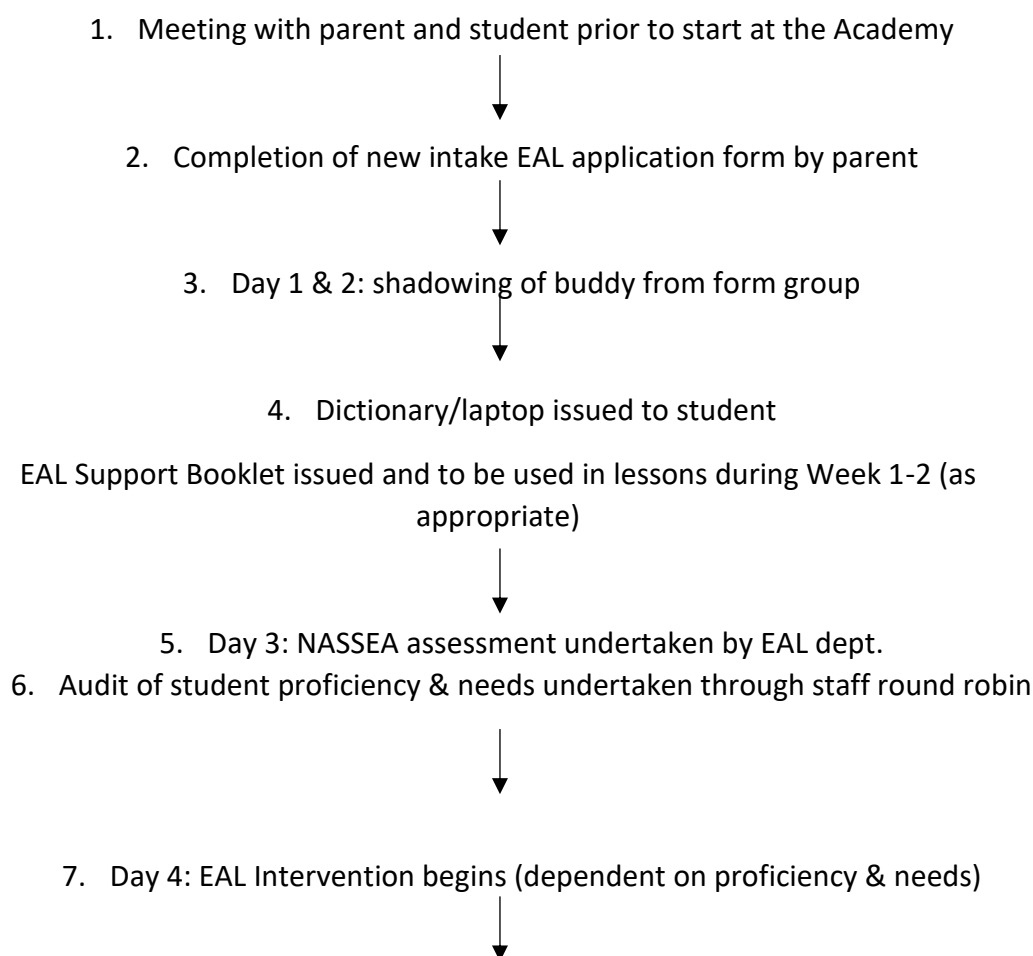
- In class support for individuals or small groups with an additional teacher or Learning Support Assistant (LSA)
- Small group withdrawal to allow for greater focus with work planned and provided by the subject teacher
- Individual class support/individual withdrawal with work planned and provided by the subject teacher
- Further differentiation or scaffolding (e.g. translation or alternative learning materials) of resources
- Homework support club
- Peer support
- Out of classroom interventions (Sounds write, Lexia, guided reading, etc.)
- Staff development/CPD training to implement more effective strategies
- Access to Specialist Teaching or other support services for advice on strategies, equipment and staff training.

In order to ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level as soon as possible
- implement differentiated work for EAL pupils in lessons
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate
- give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques
- Use good models of English

Spoken and written communication between the students and teaching and nonteaching staff, and between the Academy and parents and the local community, will be positive and appropriate, including the use of students' home languages (where possible).

The chart below indicates the actions to be undertaken following the arrival of an EAL student. Please note that some steps may be superseded (dependent on a student's needs):

1. Meeting with parent and student prior to start at the Academy

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2. Completion of new intake EAL application form by parent

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3. Day 1 & 2: shadowing of buddy from form group

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4. Dictionary/laptop issued to student

EAL Support Booklet issued and to be used in lessons during Week 1-2 (as appropriate)

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5. Day 3: NASSEA assessment undertaken by EAL dept.
6. Audit of student proficiency & needs undertaken through staff round robin

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7. Day 4: EAL Intervention begins (dependent on proficiency & needs)

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Beginner	Intermediate
- Form time interventions 2-3 times a week focusing on language acquisition - As necessary, 2 week withdrawal from selected lessons to allow for fast track interventions - Interventions to focus on esteem boosts, social conventions, cultural capital and integration, reading, writing, speaking and listening through Soundswrite, Learning Village, Lexia or other literacy material	- Form time interventions 2-3 times a week focusing on language acquisition - Lexia and Soundswrite interventions to support language development

Lexicon
Phonology
Morphology
Syntax
Discourse
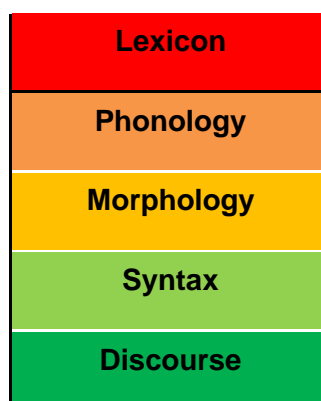
How needs are identified, determined and reviewed

- Effective transition of pupils from primary schools by meeting with relevant professionals including the EAL Co-ordinator, SENDCo, parents, outside agencies involved with the student. etc.

- Using academy data to identify pupils with EAL as early as possible: screening tests, new arrivals data, curriculum assessments and Strength and Difficulties (SDQs) questionnaires to assess students' social, emotional and mental health concerns. Teacher assessments are collected termly.

- The EAL Coordinator maintains a list of pupils identified through the procedures listed. This list is reviewed half termly. For some pupils a more in-depth individual assessment may be undertaken by the Academy.

- The EAL Coordinator attends Senior Leadership Team (SLT), Heads of Year, Curriculum Co-ordinators, Progress and Pastoral Meetings in order to identify students needing support and offer information, advice and suggestions.

- Opportunities are provided for all staff to develop their knowledge of EAL in order to support students with their learning.

- Scaffolding and differentiation is included in all policies and teacher planning. Pupil Passports and Learning Plans (where relevant) include strategies that could be used for individual student's learning.

- Parental concerns are followed up by the EAL Coordinator /SENDCo Assistants.

Access arrangements

Where appropriate, students, who have EAL, may be awarded access arrangements for tests, examinations, assessments, etc. This may be in the form of bi-lingual dictionaries, extra time, etc. as per the Joint Council for Qualifications (JCQ) criteria. The awarding of these access arrangements is based on assessment of the student and in line with the criteria as stipulated in the JCQ Access Arrangements and Reasonable Adjustments document (see below) and will form part of the normal working arrangements of the student in classroom practice.

As per the criteria stated in the JCQ Access Arrangements and Reasonable Adjustments document, **the EAL Co-ordinator or the SENDCo must determine the needs of the individual candidate**. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. **Very few bilingual translation dictionary users will need to have 10% extra time**.

In subjects where a dictionary is not permitted, 10% extra time will not be available. **Extra time must only be awarded by the EAL Co-ordinator or the SENCo where all of the following exist:**

- the candidate's first language **is not** English, Irish or Welsh;

- **the candidate entered the United Kingdom within three years of the examination(s) with no prior knowledge of the English Language;**

- English **is not** one of the languages spoken in the family home;

- **prior to their arrival in the United Kingdom** the candidate **was not** educated in an International school where some or the entire curriculum was delivered in English;

- **prior to their arrival in the United Kingdom** the candidate **was not** prepared for or entered for IGCSE qualifications where the question papers were set in English;

- **prior to their arrival in the United Kingdom** the candidate **was not** prepared in English for other qualifications, e.g. IELTS qualifications, Preliminary English Tests;

- the candidate has to refer to the bilingual translation dictionary **so often** that examination time is used for this purpose, delaying the answering of questions;

- the provision of 10% extra time reflects the candidate's usual way of working with the dictionary.

Extra time will not be awarded to a candidate using a bilingual translation dictionary in order to compensate for difficulties in reading and writing in English.

Links with Other Schools

- The EAL Co-ordinator liaises with feeder primary schools via communication prior to the transition day or during the Summer Term
- The EAL Co-ordinator liaises with other EAL Co-ordinators and other staff with transfer of pupils, best practice and specific issues
- The EAL Co-ordinator attends cluster meetings with other EAL Co-ordinators from local schools

Monitoring, Evaluation and Review

Monitoring and review of the EAL Department takes place through lesson observations, learning walks, staff meetings, meetings with LSAs, analysis and discussion of data, monitoring of exercise books and pupil interviews.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in pupil's behaviour
- The pupil feels more confidence with their work

The SENDCo monitors the work and progress of EAL pupils through data analysis, book monitoring, student discussions and meeting with Curriculum Leaders, teaching staff, SENDCO Assistants and Learning Support Assistants (LSAs) to discuss progress.

The SENDCo writes an annual Development Plan and evaluates work through this.

Partnership with Parents/Carers

The Academy aims to work in partnership with parents and carers.
We do so by:

- Keeping parents and carers informed and giving support during the assessment and any other related decision-making process about EAL provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Providing all information in an accessible way
- Encouraging parents and carers to inform the Academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the Academy will listen and act appropriately

- Focusing on their child's strengths as well as areas of additional need
- Agreeing targets for their child
- Signposting parents to the Bedford Borough Local Offer.

Links to other school policies and procedures:

This policy is intended to be used in conjunction with the academy

- Attendance Policy
- Assessment Policy
- Exams Policy (Access Arrangements)
- Homework Policy
- Equality Policy
- Pastoral Care and Guidance
- Behaviour Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Subject Policy documents