

The Gordon Children's Academy



PART OF THE THINKING SCHOOLS ACADEMY TRUST



Community – Responsibility – Aspiration- Achievement

ENGLISH ADDITIONAL LANGUAGE POLICY

Inception date: June 2018

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THE GORDON CHILDREN'S ACADEMY CHILDREN'S ACADEMY
English Additional Language Policy

The Gordon Children's Academy Children's Academy

The Gordon Children's Academy is an inclusive school that welcomes pupils of all races, cultures and beliefs and introduces them to British culture and values embedded in the school's ethos. At The Gordon Children's Academy we aim to transform life chances for all children and are proud to be a school that holds high expectations, makes learning irresistible and provides a nurturing safe environment.

Therefore, we identify and accept that children for whom English is not their first language may have additional linguistic and learning needs. We understand that all pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. This Policy sets out the Academy's aims, objectives and strategies with regard to the needs of EAL pupils, to build upon their prior experience in order to give children the skills which will enable them to become analytical, flexible and independent learners, fulfilling their true potential.

Defining EAL

An EAL pupil is a pupil whose first language or the language spoken at home is not English. This encompasses pupils who are fully bilingual and all those at different stages of the English language acquisition. EAL pupils may be:

- Newly arrived from a foreign country and school with no English;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

Key Principles of additional language acquisition

EAL pupils are entitled to the full National Curriculum programme of study and all teachers have a responsibility for teaching English as well as other subject content. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit. Language is central to our identity, therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language. Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years. Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

Aims

The policy aim is to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); therefore, raising pupil achievement and aspirations to;

- Welcome and value the cultural, linguistic and educational experience that pupils bring to school.
- Provide all the pupils with opportunities to overcome any barrier to learning.

- Develop and implement a wide range of strategies to ensure that EAL pupils are supported in accessing the Curriculum across the subjects throughout the school.
- Help EAL children become confident and fluent in English in speaking, listening, reading and writing so that they can fulfil their academic potential.
- Encourage and enable parental support in improving pupils' attainment

Objectives

- To ensure and provide an adequate assessment of the skills and needs of the EAL pupils in order to provide appropriate provision throughout the school.
- To provide teachers and supporting staff (especially newly appointed) with the knowledge, skills and resources needed to support, accelerate and monitor the learning of pupils with EAL.
- To monitor pupils' progress systematically and fairly and use data as one of the aspects in curriculum planning and classroom management decision making.
- To boost and maintain pupils' self-esteem and confidence by creating a welcoming environment for pupils and their parents, acknowledging and giving status to their skills in their mother tongue.

Strategies

We will fulfil our objectives through:

- Home visiting newly admitted EAL pupils in order to learn about the child's background in an environment familiar to them.
- Communicating with parents in their home language through bilingual members of staff or by using translating tools available in correspondence with them.
- Allowing pupils to use their first language to explore concepts and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- Enabling EAL children to follow the full school curriculum by providing support and resources that suit pupils' ages and level of learning – bilingual books, dictionaries, smart boards, software, the same language speaking 'buddies' etc.
- Showing differentiated work for EAL pupils in planning in accordance to their linguistic needs, but within class and New National Curriculum contexts.
- Regular monitoring of progress of EAL pupils, setting appropriate and challenging learning objectives for them.
- Supporting children within the classroom to enable them to complete tasks set with understanding and to achieve learning objectives with support from teacher, teaching assistant, classroom helper and EAL practitioner.
- Exposing children to good models of English as a spoken language and a variety of written texts.
- Using collaborative learning techniques.
- When necessary, withdrawing children for a set period of time to address a specific language or learning focus.
- Making the school environment socially and intellectually inclusive, valuing cultural diversity and raising awareness about it – assemblies, bilingual displays and school projects.
- Facilitating family groups for parents to enable them to communicate with other members of the community and to help them to understand/support their children's learning.

Assessment

- All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to school. In the case of New Arrivals (children new to the British Educational System) pupils are closely monitored for the first 12 weeks in accordance to Indicators of Progress for Newly Arrived pupils with the checking points at the end of week 1, week 6 and week 12.

- Assessment in a first language will be carried out when possible or is necessary to establish pupils' ability in their home language and/or to eliminate/determine any other learning needs.
- Staff have the opportunity to discuss pupils' progress, needs and targets via weekly planning meetings with senior leaders and EAL practitioner when necessary. Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Tracking of the English language acquisition using 6 points scale is completed for all the monitored pupils 3 times a year.
- Targets for EAL pupils are appropriate, challenging and reviewed on a half termly basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- Interventions are set and evaluated every half term.
- Individual EAL targets are set when needed (New Arrivals) and updated on a weekly basis.

Responsibilities

Headteacher:

To ensure that:

- Training in planning, teaching and assessing of EAL learners is available to staff members, especially those newly appointed.
- Everyone involved in teaching EAL learners liaise regularly.
- Parents and members of the staff are aware of the school's Policy on pupils with EAL.
- Relevant information on pupils with EAL reaches all staff.
- Challenging targets for EAL pupils are set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.

Deputy Headteacher/Inclusion Lead and SENDCO:

- Oversees the initial assessment of EAL pupils.
- Guides and supports in using the assessment to set targets and plan appropriate work.
- Provides pupil's individual Provision Map when/if needed.
- Monitors progress, identifies and assesses any underlying learning difficulties which are not due to EAL.

Teachers:

- Will be knowledgeable about pupils' abilities and needs in English and all other subjects.
- Will effectively use this knowledge in curriculum planning, classroom teaching, using resources and pupils' grouping.

EAL Practitioner

- Guides parents through introduction procedures.
- Delivers New Arrivals programme.
- Carries out the initial assessment.
- Supports language acquisition of pupils individually or within a group depending on pupil's individual needs and learning focus.
- Supports teachers - provides individual targets for EAL pupils; advises on classroom strategies which can be used in order to enhance the learning of EAL learners.

- Monitors progress of the pupils ensuring that relevant updates on pupils' language acquisition has been recorded.