

English as an Additional Language

PURPOSE

This policy outlines the approach to English as an Additional Language at Ark Victoria Academy

Date of last review:	October 2020	Author:	K Banks
Date of next review:	October 2021	Owner:	K Banks
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	SLT
School:	Ark Victoria Academy	Key Contact Name:	K Banks
Key Contact Email:	k.banks@arkvictoria.org	Key Contact Phone:	0121 393 4459

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Rituals and Routines

Introduction:

The term EAL, (English as an Additional Language) is used to refer to our pupils who are exposed to another language at home, other than English.

Pupils with EAL, 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 Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

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

British Values:

Here at Ark Victoria Academy, mutual respect for and tolerance of the language and culture of all pupils and families within our community, is expected by everyone within our school community at all times. Spoken and written communication between pupils and all adults at and between Ark Victoria Academy and parents and the local community, will be positive and appropriate, including the use of pupils' home languages for translation where necessary. All pupils and staff at Ark Victoria Academy will be expected to communicate through English, in a grammatically correct way at all times.

Aims:

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

Objectives:

- 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.

Strategies:

There will be a positive and effective language ethos throughout Ark Victoria Academy:

- 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. We appreciate and acknowledge a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- EAL is not an indication of SEND.
- The language development of all pupils is the responsibility of all teachers and teaching support staff.
- There will be liaison between teachers and support staff to discuss language development within the structure of the lesson.
- Diversity at Ark Victoria Academy will be valued and classrooms will be socially and intellectually inclusive.
- 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.
- Support will be provided in various forms which may include induction classes for complete beginners in English if appropriate; the provision of in-class support and work in small groups where appropriate.

Teaching and Learning:

In order to ensure that we meet the needs of pupils, all staff have responsibility for:

1. Modelling a good use of English, by using standard English and grammatically correct sentences and expecting pupils and all staff to do the same.
2. Communicating to pupils that they are expected to speak clearly and audibly using more than single words as appropriate and extending their sentences wherever possible.
3. Communicating to pupils that they are expected to listen and respond when someone speaks to them.
4. Expecting both boys and girls to be 'Loud and proud' when responding to questions from staff and visitors.

They will also:

- Assess the pupil's fluency level as soon as possible on arrival at Ark Victoria Academy
- Plan differentiated work for pupils with EAL, where appropriate.
- Employ a range of strategies within each lesson to reinforce understanding and meaning, in order to develop language in context
- Have high expectations and expect pupils to participate in all classroom activities/tasks.
- Monitor progress carefully and ensure that pupils with EAL are in appropriate classes and

- Ensure that pupils are set challenging tasks, including the setting of appropriate extended tasks
- Recognise that pupils with EAL 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 pupils with EAL hear good models of English.
- Use collaborative learning techniques to encourage verbal communication between pupils.

Roles and Responsibilities:

All teachers have responsibility for:

- Planning work in the context of a pupil's stage of fluency and anticipating opportunities for developing their use of English.
- Planning a clearly identified language focus for each lesson, which will aid English language acquisition and which is made explicit to the pupils.
- Setting targets for using and understanding English in all lessons across the curriculum
- Assessing and tracking progress in using and understanding English in all subjects across the curriculum. .

EAL support team have the responsibility for:

- Working with targeted groups to support pupils' access to the curriculum.
- Translating verbal instructions and explanations when appropriate, to further pupils' understanding of concepts and tasks.
- Enabling translation to take place in order to enhance communication between school and parents.
- Developing language learning skills of pupils across the whole school.

The EAL Coordinator is responsible for:

- Coordinating, monitoring and maintaining an overview of the progress and attainment of pupils with EAL.
- Provision of appropriate CPD for staff.
- Identifying and providing resources which support pupils learning English as an Additional Language.
- Managing the EAL assistant to provide effective support for pupils to achieve good English Language outcomes.

EAL pupil proficiency level 4-point scale:

New to English: 0	Early Acquisition: 1	Developing Competence: 2	Fluent: 3
<p>Use first language for learning and other purposes. Remain completely silent in the classroom. Be able to copy/repeat some words or phrases. Understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>	<p>Follow day-to-day social communication in English and participate in learning activities with support. Begin to use spoken English for social purposes. Understand simple instructions and can follow narrative/accounts with visual support. Has developed some skills in reading and writing. Has become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access curriculum.</p>	<p>Oral English developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>	<p>Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. Operates without EAL support across the curriculum.</p>