



# ST GEORGE'S ACADEMY

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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### 1. Introduction

For pupils who have English as an additional language, these pupils will receive full access to the curriculum by having their individual needs met. This policy highlights the commitment St George's Academy has for all English as an additional language students. As a school, we recognise the advantages that our EAL pupils have with their additional language skills and we are committed to ensuring that these skills are fully utilised to benefit their education and future job prospects. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the 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) and so to raise pupil achievement.

### 2. Statement of Aims

The school is committed to ensuring that all our learners including EAL learners feel safe and know that they are valued. Part of this recognition is early identification of existing language skills with a view to providing opportunity for extra GCSE and A-Level qualifications to be obtained in Year 11 and Year 13.

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language across the whole curriculum.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum through thorough and regular monitoring of both progress and attendance and where needed individual learning programmes for identified pupils.



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### 3. The Context of the School

New EAL arrivals should be in the initial instance be identified and the EAL Coordinator should be made aware as a first point of call in order for the necessary provisions to take place.

New EAL pupils within their first term will undertake an initial questionnaire which enables the academy to ascertain key information including; linguistic competencies, previous educational experience, special interests, family and biographical background. This data will be used to inform future provisions. An initial assessment will also take place within the first term of their arrival to inform placement in appropriate teaching sets or groups. The assessment also helps to provide evidence as part of the process for recognising whether the pupil may be gifted and talented.

The EAL learners currently at St George's Academy stand at approximately 90 students with the vast majority being already fluent in English. First languages spoken include; Polish, Lithuanian, Portuguese, Chinese, Russian, Bulgarian, Nepali, Latvian, Turkish, Romanian and Bengali. The three largest cohorts of EAL pupils are; Russian, Polish and Lithuanian. Many of our EAL pupils have skills in listening and speaking in their first language while reading and writing is often at a lesser level. We ensure that as an academy, students and parents are made aware of the extra GCSE and A-Level opportunities they may have in order to give every possible chance to work on all four skill areas; reading, writing, listening and speaking prior to Year 11/13.

### 4. Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL
- The bi/multilingualism of our children and staff enriches our school and our community
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate
- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and included in planning
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language
- The focus and timing of additional support is an integral part of curriculum and lesson planning
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued



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### 5. Roles and Responsibilities

#### Teachers:

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development. It is the responsibility of all teachers to ensure that all pupils are catered for within their lessons.

Teachers must communicate any EAL concerns to the EAL Coordinator.

#### EAL Coordinator:

- To lead and manage the development and implementation of EAL provision in the school including writing policies and operational plans
- To monitor and record progress, set targets and report progress to teachers and SLT. This will be undertaken termly using Accelerated Reader data, SMID data and teacher feedback from EAL review forms
- To liaise with SENCo where a lack of progress suggests SEN
- To ensure that all staff are aware of the specific needs of all children with EAL in the school.
- To provide guidance and in-service training for all staff on strategies in supporting children with EAL
- To initiate and develop partnerships with parents/community and to enlist their support and strengths in education of children with EAL
- To liaise with the relevant SLT link and exams office to coordinate GCSE and A Level examinations in the students' first language
- To keep an up-to-date register of EAL pupils
- To analyse and report to SLT and SENCo on whole-school EAL achievement
- To work with the designated TAs on each campus to organise testing and intervention if needed
- To support staff to liaise with families of EAL learners

#### EAL Teaching Assistants:

- Conduct the initial questionnaire when EAL pupils arrive at the academy within the first term of their arrival and share information with the EAL Coordinator
- Conduct the initial assessment only for EAL pupils who indicate there may be some issues with access to English and share information with Maths and English departments. The assessment is not necessary for EAL pupils where access to English presents no issue
- Assist with maintaining the shared EAL register
- Help to ensure staff are well informed about the background and additional needs of individual EAL learners
- To make resources, pre-teach and help EAL pupils to access the lessons as per their timetable
- To report any concerns about the provisions in lessons to the EAL Coordinator

### 6. Teaching and Learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons
- There is a focus on both language and subject content in lesson planning
- EAL learners are encouraged to use their first language for learning
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames



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- Pupils have access to effective staff and peer models of spoken language
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- Additional verbal support is provided, e.g. repetition, modelling, peer support
- Learning progression moves from the concrete to the abstract
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation
- Discussion is provided before, during and after reading and writing activities
- Specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support
- Any withdrawal of EAL learners is for a specific purpose, is time based and also linked to the work of the mainstream class
- Class/subject teachers plan collaboratively with EAL support teachers or teaching assistants

### 7. Planning, Monitoring and Evaluation

- Curriculum planning takes account of the needs of EAL learners by building on their previous experience and considering their religious, cultural and linguistic backgrounds. This information is ascertained within the first term of arrival
- Targets are set as per normal academy policy
- If the EAL pupil has KS2 information then their Expected Attainment 8 score is automatically generated
- If a pupil has not got KS2 information, the academy automatically adds a MEG of a strong pass, a 5
- Aspirational target grades are always 1 grade above the MEG as a minimum. These can be adjusted upwards by staff should they feel the ATG is too low
- SMID software enables effective monitoring of attainment data
- Attendance and effort analysis can be filtered by EAL. Termly monitoring of this data ensures that any causes for concern are identified and investigated further
- The EAL Review form in place can be used to gather necessary information as the data highlights any causes for concerns

### 8. Special Educational Needs and Gifted and Talented Pupils

- EAL learners are not over represented in SEN groups or underrepresented in Gifted and Talented groups, our current initial assessment enables early identification of Gifted and Talented pupils
- EAL pupils who do have identified SEN needs have equal access to SEN provision
- The school recognises and supports EAL pupils who are gifted and talented even though they are not fully fluent in English by ensuring that they have the resources and teaching to further progress



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#### 9. Assessment

- Progress in the acquisition of English is assessed and monitored for new arrivals via termly monitoring via a collection of; the initial EAL assessment data, SMID data, AR data and information gathered from termly EAL review forms
- Accelerated Reader data is used for termly updates of Year 7 and 8 from the KS3 Lead

#### 10. Resources

- Specialist resources to support EAL learners are available e.g. bilingual dictionaries
- EAL review forms enable teaching staff to highlight where extra support is needed
- Staff in all departments and across the curriculum use a range of resources to support EAL learners (e.g. games, visual materials, differentiated worksheets, bilingual dictionaries, key word lists, audio-visual materials, computer software)
- EAL displays at both sites do reflect linguistic and cultural diversity highlighting the wide-range of languages spoken at the academy
- Assessment materials use images and texts which are appropriate for all pupils
- The school does buy in support for EAL learners from the EMTET team

#### 11. Admitting New Pupils

New EAL arrivals should be in the initial instance be identified and the EAL Coordinator should be made aware as a first point of call in order for the necessary provisions to take place.

- The school makes sure that parents who are not familiar with the English education system understand the school's expectations of pupils and parents, including behaviour and rewards via a meeting with a translator if necessary. A concise accessible document can be tailored to the family via the EAL Coordinator
- The school finds out about the pupil's linguistic competencies in different languages, their previous educational experience, special interests, and family and biographical background and home languages via an initial questionnaire conducted within their first term of arrival. The EAL TA takes responsibility for this and then relevant information is shared accordingly
- Where the EAL new arrival shows that access to English is an issue, the school operates a phased induction to meet individual needs
- Where English may present a bigger issue some one-to-one work with the TEFL specialist will be made use of as needed
- The school does have a 'buddying' system which enables new arrivals to have contact with other pupils of the same language to aid transition
- The school does produce a visual pack for new arrivals which assists with transition for those where access to English poses an issue

#### 12. Parents/Carers and the Wider Community

- The admission process, induction and assessment supports the new arrival of EAL pupils and their families/carers by providing key information and support as relevant



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- To ensure communications with parents and carers families are understood, letters can be translated. If needed interpreters can be organised for meetings
- The initial questionnaire undertaken with the EAL pupil in their first term of arrival facilitates understanding of linguistic, cultural and religious backgrounds which in turn develops home-school links

### 13. Staff Development

- The school encourages staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated
- There is a programme of regular INSET which includes a focus on EAL learners
- The School Development Plan incorporates action plans and reviews relating to raising the achievement of minority ethnic//EAL pupils

All teachers have a collective responsibility to ensure the progress and well-being of EAL learners and as such differentiate accordingly to their needs.

<p><b>Policy Developed by:</b> Lucy Clark, i/c EAL</p> <p><b>Date Adopted:</b> March 2020</p> <p><b>Reviewing Committee:</b> Teaching and Learning</p> <p><b>Frequency of Review:</b> 2 Years</p> <p><b>Date last reviewed:</b> June 2022</p> <p><b>To be reviewed by:</b> June 2024</p>
<p>Name ..... M. Gavin ..... Signature .....  .....</p> <p><b>Committee:</b> Teaching and Learning</p>