English as an Additional Language (EAL) Policy

INTRODUCTION

This policy document details NIA's (Newton International Academy) arrangements to meet the needs of pupils who are learning English as an Additional Language (EAL). NIA secondary school provides an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture and faith of its pupils.

DEFINITION OF EAL STUDENTS AT NEWTON INTERNATIONAL ACADEMY:

- Students whose first language is not English.
- Students who need additional support with using Standard English within the classroom.

CONTEXT

We have a wide range of languages that are spoken by pupils. The vast majority of NIA intake are EAL students, the percentage of English native speakers does not exceed 10% of the total number of students at NIA.

However, there is also a wide range of abilities and competency amongst our students. This can present challenges for practitioners planning and teaching as well as students accessing the curriculum. There are a small number of students who may require additional support within the classroom when learning to use Standard English accurately and appropriately across the curriculum and in different social contexts.

Therefore, the learning needs of all students must be catered for by class teachers through careful planning, differentiation of tasks and questioning. For a small number of students additional English language support could be needed to access the curriculum as fully as their peers. Best practice is a whole school approach whereby the learning environment encompasses a varied range of teaching and learning strategies, and includes whole school celebrations that embrace a wide range of cultures and languages.

SCHOOL: AIMS and OBJECTIVES

- To raise our students' level of English to a standard where they can fully and successfully engage with the National Curriculum and attain excellent grades at examination in all subjects.
- To ensure that all EAL students attain curriculum and public examination grades appropriate to their abilities.
- To provide EAL students of all abilities with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- To proactively remove barriers that stand in the way of our EAL students' learning and educational achievement.
- To ensure that all our EAL students participate in the life of the school and gain access to appropriately planned and prepared curricular provision.

- To seek and make use of appropriate advice, guidance, support and training to support the teaching and learning of EAL students of all abilities.
- To monitor the progress of our EAL students' acquisition of English, of their general achievement and of their attainment in assessments, intervening as appropriate and where necessary.
- To maintain accurate information about students' needs, attainment and progress in an accessible and manageable form to be used by all teachers of EAL learners in order to inform the planning of their lessons.
- To support teachers in planning lessons and activities that are appropriately differentiated to meet the learning needs of the EAL students in their class.
- To maintain clear and purposeful communication links between EAL students, teachers and parents.

STUDENT: AIMS and OBJECTIVES

- To give EAL students the knowledge and skills to use communicate verbally in English confidently and accurately, and in a variety of curriculum and social contexts.
- To give EAL students the knowledge and skills to produce clear and relevant written responses within a variety of curriculum and social contexts, becoming increasingly aware of how to self-correct and improve where errors are made.
- To give EAL students the skills and confidence to use a variety of language strategies to enhance understanding and to express meaning clearly.

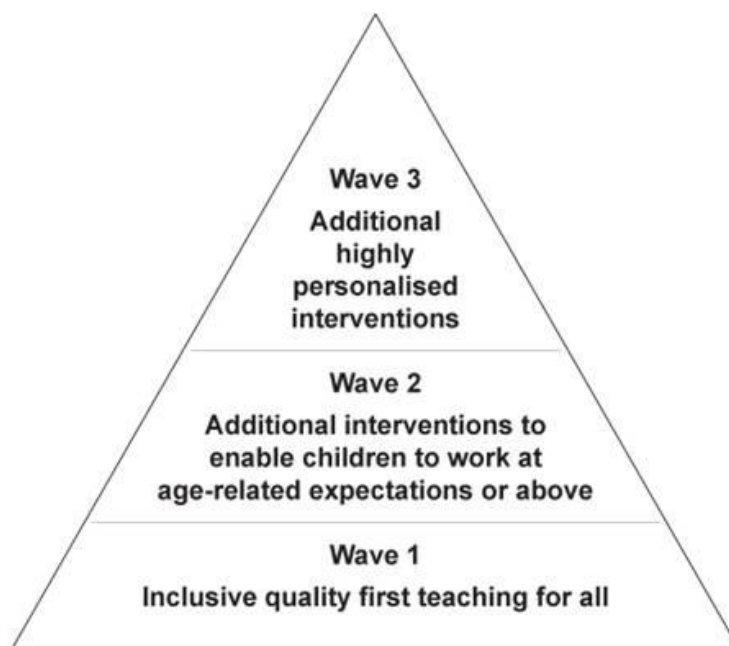## Implementation of EAL Policy in English:

The school sets students in English lessons according to their abilities from Year 7 to Year 11.

The vast majority of NIA students consists of EAL students, the percentage of English native speakers does not exceed 10% of the total number of students at NIA.

However, there is a wide range of EAL abilities and competency amongst our students. Students are set for English according to their knowledge and skills. The lowest ability group which contains EAL students with lowest English levels are not taught by EAL specialized teachers but practitioners are expected to differentiate appropriately for their needs. Teachers are encouraged to use the 'Waves of Intervention' model detailed below.

Special Needs Waves of Intervention Model

Wave 3
Additional highly personalised interventions

Wave 2
Additional interventions to enable children to work at age-related expectations or above

Wave 1
Inclusive quality first teaching for all

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

Due to the intake of students at NIA, most intervention is at wave one or wave two level. In addition, where possible, it is policy that these groups are small in size so that intervention can be targeted according to need.

Work in all sets is differentiated and formatively assessed; targets are set that will help EAL students improve. All KS3 students are prepared for assessments reflecting the National Curriculum; end of Term examinations are identical for all sets with summative data used to track progress and set targets.

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Our Year 11 and 12 students receive IELTS support during their self-study periods.

The role of EAL and English teachers teaching lowest sets includes:

- Initial assessment of language stage of the EAL pupils.
- Providing in-class support to EAL pupils and monitoring new arrivals.
- Monitoring of EAL pupils' progress.
- Developing self-esteem of pupils.
- Liaising with teaching staff (encouraging to create glossaries, display of key words, using visual aids, understanding checking questions, etc.).
- Liaising with the pastoral care team.
- Provide advice on classroom strategies to support and include EAL pupils.
- Provide advice on differentiation of work for EAL pupils.
- Develop partnership with parents.
- Staff Development.

Planning for EAL across the Curriculum:

The needs of EAL pupils in accessing the curriculum need to be carefully planned, as does the provision of a balanced and positive multicultural education.

Teachers need to ensure that:

The language and learning needs of pupils are clearly identified and provided for.

- The language and learning demands of the curriculum are analysed and support provided.
- Visual support is provided for key concepts.
- The support requirements of pupils are identified.

Curriculum and Classroom Practice:

- Teachers should have high expectations of all pupils regardless of ethnicity, gender, or social background.
- Activities are matched to pupils' needs and abilities and have a clear sense of progression.
- Lesson objectives, key ideas, themes and vocabulary should be displayed prominently either with IWB or on tables.
- Success criteria should be exemplified to demystify the learning.
- Homework should be differentiated appropriately to support or extend as appropriate and to encourage the self-study of the language.

Practice and development in all literacy skills will be encouraged through:

- o Provision of scaffolding/writing frames/ sentence frames.
- o The use of word banks and classroom word walls to build vocabulary.
- o Building glossaries of subject specific and ambitious vocabulary
- o Exemplification of writing genres.

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- o Modelling of writing techniques and reading skills such as skimming, scanning, summary and taking notes.
- o Making lessons visual using IWBs, charts, posters and colourful texts
- o Collaborative activities that involve talk and listening.
- o Opportunities for feedback to others, for example peers and teachers.

Classroom organisation and groupings will encourage and support active participation by:

- o Grouping and regrouping pupils for connected activities to develop language skills.
- o Supportive experts' in each group i.e. good readers and writers.
- o Using a range of grouping strategies (mixed/like ability, language, interest, random, age).
- o Questioning techniques beyond 'hands up' such as thinking time and setting key questions
- o Questions that check understanding, including 'pit stops' in lesson to check and augment the key learning and to check that progress is taking place within the lesson as well as over a series of lessons.
- o Opportunities for students to set question for themselves and their peers.
- o Linking lessons to prior knowledge and encouraging students to bring their prior experience into the classroom.

- Assessment methods allow pupils to show what they can do in all curriculum areas.
- Dictionaries should be available, and bilingual pupils should be encouraged to use them.
- Access to meaning should be provided by presenting and introducing lessons or topics with visual support:

- o Videos
- o Maps
- o Posters
- o Pictures
- o Objects
- o Use of Information and Communication Technology (ICT).

EAL Pupils and Special Educational Needs:

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty, Special Educational Needs (SEN), solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

The School will make sure that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Liaison with Parents

As with all children, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communications is the key for parents of EAL pupils. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Providing interpreters when and where they are needed, particularly in parents evenings and parents meetings with teachers and SMT.
- Monitoring letters, newsletters, sent home to check that language used is clear and straightforward (or letters are translated into Arabic).
- Reading through letters (where appropriate) with children before they are taken home.
- Encouraging parental attendance at parents' evenings and participation in other school functions.

Roles and Responsibilities

There is a collective responsibility held by all staff to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

- Teachers will evaluate the success of the differentiation strategies for specific EAL pupils and monitor these arrangements at regular intervals, adjusting and adapting as the pupils' learning needs evolve.

The English department is responsible for coordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

1. Being informed by staff of the identification of any EAL pupils with severely low knowledge of English.
2. Bringing the needs of current and new EAL pupils to the attention of colleagues.
3. Responding to requests for information about EAL pupils.

Teaching and Learning

NIA will:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment eg teaching, learning, procedures, routines and practices may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.

- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promote language, study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers' participation in EAL pupils' learning.

Monitoring this Policy

- All staff are responsible for implementing this policy and for ensuring that the needs of learners in their care are met. Staff are monitored by SMT.

- This policy document will be reviewed each year to ensure it best reflects the school's approach to offering EAL support.