



Ark All Saints Academy

English as an Additional Language Policy

1 INTRODUCTION

At Ark All Saints Academy our aim is to equip every scholar with the knowledge, learning power and character necessary for success at university and beyond. We believe unwaveringly that, regardless of background or prior attainment, every scholar entering the academy has the potential to leave with a set of qualifications that will enable them to pursue their education at a top university. Fundamental to the realisation of this challenging aspiration is an absolute commitment to providing a learning environment where scholars with English as an additional language (EAL) make exceptional progress and fulfil their potential.

As an inclusive school we provide an education which:

- Is characterised by high expectations of every scholar, including those with EAL.
- Is broad and balanced with full access to the National Curriculum.
- Provides careful assessment and close monitoring of each individual scholar's progress and outcomes.
- Equips all scholars with the habits of mind, dispositions and learning power to be successful learners.
- Recognises and celebrates achievement in all its forms.
- Enables every scholar to become a full, independent and positive member of the community.

2 DEFINITION OF ENGLISH AS AN ADDITIONAL LANGUAGE

English as an additional language refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects. EAL scholars will be at different stages of language acquisition, from complete beginner to advanced bilingual. However, those at the same stage are highly likely to have different backgrounds and needs. Their experience of schooling overseas may be different. Some scholars may have had little or no formal education and may not be literate in any language. Some scholars may have developed knowledge and concepts in subjects such as science and maths through another language. The conceptual thinking of EAL scholars is often in advance of their ability to speak English.

Some EAL learners may have learning difficulties. However, the simple fact that a scholar has a home language which is different from the language in which he/she is taught or he/she is a new arrival in the UK does not mean that he/she has Special Educational Needs (SEN).

3 MONITORING THE PROGRESS AND ATTAINMENT OF EAL SCHOLARS

At Ark All Saints Academy we assess and closely monitor the progress and attainment of every scholar. Assessment is largely performance-based and provides accurate and reliable information to inform teaching and to support effective progress in learning for all scholars, including those with EAL.

We screen all scholars on entry, using the following tools:

- Baseline Ark tests in reading, writing and maths at the end of Year 6.
- Commercial reading age tests at the beginning of Year 7.
- Baseline assessments in science and the non-core subjects during the first half term of Year 7.
- On-going observations by teachers, form pastoral tutors and Learning Assistants (LAs).

We assess any scholars who are at the earliest stages of learning English to establish their proficiency and literacy in their first language and to establish their prior knowledge and experience in other subjects.

The National Curriculum extended scale step descriptors (as defined in ‘A Language in Common’ QCA, 2004) are used to measure beginner EAL scholars’ developing proficiency in speaking and listening, reading and writing until the point at which they begin to work at National Curriculum levels. At Ark All Saints Academy a specialist EAL teacher monitors the language development of beginner EAL scholars. This includes observing scholars (both in and out of the classroom), conducting diagnostic assessments, and consulting with subject teachers.

The identification and assessment of the SEN of scholars whose first language is not English is given particular care. The scholar's performance in a range of subjects is considered to establish whether the difficulties being encountered arise due to English not being a first language or from the scholar having SEN.

4 SUPPORTING THE LANGUAGE DEVELOPMENT OF EAL SCHOLARS

EAL scholars ‘learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models’, Ofsted EAL briefing paper, 2012.

At Ark All Saints Academy, EAL scholars are given access to a broad and balanced curriculum and learn alongside their peers. All teachers are teachers of literacy, and are responsible for supporting all scholars to develop their language skills, including EAL learners. Any withdrawal of EAL learners from the mainstream classroom is for a specific purpose, time-limited and linked to the work of the mainstream classroom. In such instances the specialist EAL teacher

and the subject teacher liaise to plan the withdrawal lesson(s) and to review the progress of the EAL scholar concerned. Additional targeted support, such as individual or small group literacy work or independent learning support, is provided outside of lesson time, either before or after school hours, as and when required. The purpose of any such targeted interventions is to help EAL scholars apply their learning in mainstream lessons.

At Ark All Saints Academy EAL scholars are supported in their learning by:

- A tailored induction programme for new arrivals including a buddy system and highly structured individual/group interventions, where applicable.
- High quality whole class, inclusive teaching.
- An appropriate level of cognitive challenge in lessons, with appropriate language scaffolding.
- Visual support to help them access the curriculum, including dual language texts, bi-lingual dictionaries and pictorial prompts, where appropriate.
- Careful consideration of grouping i.e. a new arrival is not automatically placed in the lowest attaining set.
- A rich programme of extra-curricular activities.

5 RESPONSIBILITIES OF SUBJECT TEACHERS

Subject teachers have a responsibility to ensure that they:

- Plan collaboratively with the EAL teacher, focusing on language and subject content in lesson planning.
- Provide targeted support to learners of EAL. Such support involves pre-teaching to enable scholars to access the lesson content, as well as support during the lesson and follow-up consolidation.
- Provide individual support, either before or during the lesson, on occasions when specific difficulties and misconceptions arise.
- Use a range of strategies to develop and consolidate scholars' skills in speaking and listening, reading and writing.
- Modify or design specific resources to scaffold and support the learning or curriculum access needs of scholars with EAL.
- Closely monitor progress of EAL scholars.
- Provide continuing support to meet the varying needs of more advanced learners as they develop competence in English.

6 RESPONSIBILITIES OF THE SPECIALIST EAL TEACHER

The specialist EAL teacher has a responsibility to ensure that he/she:

- Creates literacy profiles of beginner EAL learners and ensures that subject teachers are aware of the range of needs of the EAL learners in their classes.
- Plans collaboratively with subject teachers, focusing on language and subject content in lesson planning.
- Provides targeted support to learners of EAL. Such support includes individual and small group literacy work and independent learning support.
- Provides individual support, either before or during the lesson, on occasions when specific difficulties and misconceptions arise.
- Adapts subject content materials to make them accessible for new arrival EAL learners.
- Designs specific resources to scaffold and support the learning or curriculum access needs of scholars with EAL.
- Closely monitors progress of EAL scholars and reports their progress to subject teachers.
- Ensures that more advanced learners have continuing support to meet their varying needs as they develop competence in English.

7 TRAINING

The Academy is committed to offering staff training that enables all staff to feel confident and skilled when dealing with the diverse needs of the scholars they are teaching, supporting and working with. A programme of training on issues related to EAL will be scheduled each year.

POLICY INFORMATION

Named personnel with designated responsibility for EAL Policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2013-2014	Lucy Frame			Peter Martin
2013-2014				

Policy review dates (frequency of review: every year)

Review Date	Changes made	By whom
July 2013	Policy created	Lucy Frame
July 2015		

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2013-2014	July 2013	Peter Martin

Dates of staff training for this academic year

Dates	Course Title	Staff