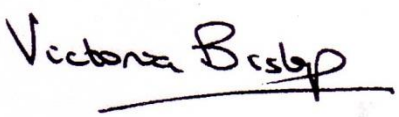
Sir Christopher Hatton Academy

A Member of Hatton Academies Trust

Title	**English as an Additional Language Policy**
Reviewed	**September 2018**
Next Review	**September 2020**
Associated Policies	**Inclusion Policy**
Originator	**V Bishop** **T Ali**
Approved	

Contents

1. Introduction 3
2. Background 3
3. Sir Christopher Hatton Academy EAL Mission Statement 3
4. EAL Aims and Objectives 3
5. Assessment and Tracking 4
6. Teaching and Learning in Mainstream Education 4
7. Admissions of New Students With EAL and Placement in Classes 5

English as an Additional Language Policy

1. Introduction

1.1 This policy is concerned with pupils whose first or home language is not English, (hereafter referred to as EAL pupils) in Sir Christopher Hatton Academy, and who are in the process of learning to use English as an additional language for educational purposes. This policy reflects the school's aims and strategies to ensure that all pupils fulfil their potential.

2. Background

2.1 Within Sir Christopher Hatton Academy there are many pupils whose first or home language is not English. The first or home language of these pupils reflects the languages spoken in the settled community, and includes Polish, Gujarati and Bengali Speakers, as well as a number of 'new' languages to the local community.

2.2 Existing EAL pupils and 'newly arrived' EAL pupils come from a variety of language and literacy backgrounds. Some may have already had experience of the English language and exposure to the local culture, while others may be new to both. A proportion of EAL pupils at Sir Christopher Hatton Academy have developed literacy skills in their home language; others may not be fully literate in their home language.

2.3 Within the local community, some newly arrived EAL pupils have comparable schooling to their age equivalent native peers; while other pupils may have experienced interrupted or little previous education.

2.4 A few of our pupils may have experienced trauma in their country of origin and this will have an impact on their learning.

3. Sir Christopher Hatton Academy EAL Mission Statement

3.1 The EAL unit at Sir Christopher Hatton Academy serves to work as a tributary to inclusion, a whole-school concern, working in partnership with subject departments to meet the needs of EAL pupils, to raise their self-esteem, to value their linguistic and cultural backgrounds and to enable them to fulfil their potential.

4. EAL Aims and Objectives

- To promote equality of opportunity and access to the mainstream curriculum for bilingual pupils through sufficient provision and resources to address barriers to learning.
- To assess and monitor progress in the acquisition of English as an additional language to maximise the academic attainment and personal achievement of EAL pupils throughout the curriculum.
- To support and advise subject teachers and those whose work involves EAL pupils.
- To promote the welfare of EAL pupils by valuing and raising awareness of ethnic, religious, cultural and linguistic diversity in the academy.
- To promote effective home-school links and increased parental involvement.

5. Assessment and Tracking

5.1 EAL pupils acquiring English can progress at a rapid rate, but to be fully competent in the use of academic language (CALP) it may take up to 10 years. It is also common for newly arrived, non-native speakers to spend a large amount of time absorbing language, rather than attempting to speak it, in the beginning initially. In addition to this, the level of competency (particularly of literacy) in the home languages can directly affect the time taken to acquire English as an additional language.

5.2 Assessment is carried out by EAL staff according to the 'A Language in Common' framework using national curriculum levels for those below national curriculum level 2. Those students above level two are assessed by subject teachers. Outcomes of the assessment may be used to provide evidence for support needed and provision offered by the team.

5.3 Assessment is conducted regularly in order that progress can be evaluated and resources can be directed.

5.4 ESOL (English as a second Language) qualifications in a range of levels can be used in tandem with English Language qualifications to supplement outcomes for our school leavers where appropriate.

5.5 The EAL team meet every week to discuss assessment and tracking of EAL pupils and their consequent progress.

6. Teaching and Learning in Mainstream Education

6.1 EAL staff aim to support EAL pupils across the curriculum through in class support and/or withdrawal sessions, and booster group registration sessions to develop academic language learning. This is a partnership process where EAL staff and Subject teachers work together.

6.2 In addition to the support provided by the EAL team, each subject teacher has responsibility for the language development of EAL pupils and can help this through various means:

i) Teachers at our academy will:

- Use their class profiles as working documents and make notes on the needs of their EAL pupils.
- 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 (E.g. 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.
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).

- 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. E.g. writing frames.
- 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 and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils' learning.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;

ii) Ensuring access to the curriculum and assessment by:

- Using, where possible, accessible texts and materials that suit pupils levels of learning;
- Providing support through ICT, video or audio materials, dictionaries, readers and amanuenses (where deemed necessary);
- Using the home language where appropriate

7. Admissions of New Students with EAL and Placement in Classes

7.1 We follow the academy's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in academy
- Pupil's educational background

We normally attempt to contact previous schools. They are provided with appropriate information about the academy. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately. During the student's first two weeks in the academy, a buddy system operates to ensure that the new student has an appropriate timetable to follow and integrates swiftly with the other students in the academy. Cognitive assessments are used during this time to provide further data to identify the curriculum appropriate to the child.

7.2 We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

EAL pupils:

- Have access to the whole curriculum

- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible i.e. with their intellectual/academic equals. Therefore, they are not automatically placed with Learning Support pupils
- Are not subjected to standardised reading tests in order to place them in teaching groups.

The placement of EAL pupils in a lower year group may be used but we will only do this after careful consideration.

7.3 Special Educational Needs & Gifted and Talented Pupils.
- Most EAL pupils who need additional support do not have SEN
- Should SEN be identified, EAL pupils have equal access to school's SEN provision
- if EAL pupils are identified as G&T they will have equal access to the school's provision.

7.4 Transitions Parental / County Involvement
The Academy strives to encourage parental and community involvement by:

- Providing a welcoming induction process for newly achieved pupils and their families/carers
- Helping parents understand how they can support their children at home, especially by continuing and encouraging the development of their own use of English
- Use translators and interpreters where appropriate and available to ensure good communication.