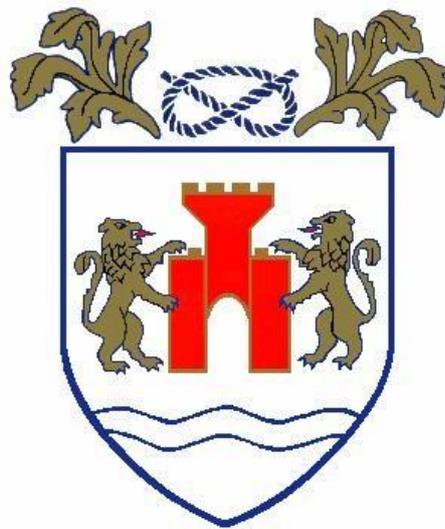


# **Wolstanton High School**

**A Shaw Education Trust Academy**



## **English as an Additional Language Policy**

**Agreed by Academy Council: June 2016**

**Reviewed by Academy Council: Annually**

**Next Review June 2020**

## **THE RACE RELATIONS (AMENDMENT) ACT 2000**

The Race Relations (Amendment) Act 2000 requires all schools to have a Race Equality Policy and to monitor and evaluate the effectiveness of its policy. For those schools with English as an additional language (EAL) pupils, this will mean establishing clear procedures for the provision for EAL pupils at their various stages of development.

## **THE NATIONAL CURRICULUM**

In 1999, the National Curriculum Handbook identified three key principles for inclusion:

- a. Setting suitable learning challenges
- b. Responding to pupils' diverse learning needs
- c. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **OFSTED**

Guidance for OFSTED on issues relating to English as an additional language instructs inspectors to assess standards attained and progress achieved by pupils learning English as an additional language. Inspectors are required to examine and evaluate the extent to which the specific needs of EAL pupils are met.

## **DfES**

In 1996 SCAA recommended that schools develop policies in relation to pupils who are learning English as an additional language and produced a framework for the policy, 'Teaching English as an Additional Language: A Framework for Policy'. Since that time, guidance materials have been produced for schools about provision for EAL pupils in relation to the Literacy and Numeracy strategies. More recently, guidance has been provided for pupils at Key Stage 3, 'Unlocking Potential: raising ethnic minority attainment at Key Stage 3' and 'Grammar for writing: supporting pupils learning EAL'.

In addition, it is a requirement of the Ethnic Minority Achievement Grant (EMAG) that schools in receipt of support through the grant will be expected to establish a policy for EAL pupils and will incorporate that policy within their school development plan.

## **Statement of Aims**

Wolstanton High School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- ❖ Use English confidently and competently;
- ❖ Use English as a means of learning across the curriculum;
- ❖ Where appropriate, make use of their knowledge of other languages.

### The Context of the School

- ❖ 21 different languages are spoken at this school.
- ❖ 4% of pupils have a home language in addition to English.
- ❖ 30 pupils are identified as needing EAL support.
- ❖ Key Principles for Additional Language Acquisition
  - 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 planned for, with attention both to initial access and to extension.
  - Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed, but need to be explored.
  - Teachers have a crucial role in modelling uses of language.
  - The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
  - All pupils have entitlement to the National Curriculum.
  - The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
  - A distinction is made between EAL and Special Educational Needs.
  - 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.

## Teaching and Learning

### Planning and Differentiation:

The school will provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs.

Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, use of language or forms of text.

## **Literacy and Numeracy:**

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the Order for English.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

## **Strategies**

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Writing frames, directed activities related to texts (DARTs)
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate.
- Where possible, learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

## **Planning, Monitoring and Evaluation**

Information is gathered about:

- The pupil's linguistic background and competence in other languages
- The pupil's previous educational and schooling experience
- The pupil's family and biographical background

The pupil's level of English is identified with reference to Stages of English as an Additional Language and with reference to the National Curriculum. This information is forwarded to the Ethnic Minority Achievement Service once a term.

Staff regularly observe, assess and record information about pupils developing use of language.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

## **Special Educational Needs and Gifted and Talented Pupils**

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

## **Assessment and Record Keeping**

Staff have regular liaison to discuss pupil progress, needs and targets.

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

## **Resources**

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

## **Parents/Carers and the Wider Community**

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community to support our EAL pupils.

## **Staff Development**

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated. This will take the form of an annual INSET event for all teaching staff and additional courses as requested/required.

## **Review and Evaluation of Policy**

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed in June 2017 by The Academy Council.