



English as an Additional Language Policy

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| Last Reviewed: | <input type="text"/> | Next Review: | <input type="text" value="Under Review"/> |
| Reviewer: | <input type="text" value="Principal"/> | Approved by: | <input type="text" value="Trust Board"/> |

Introduction

The Policy

This document defines and establishes the English as an Additional Language (EAL) Policy for: -

The Rodillian Multi Academy Trust (RMAT)

Longthorpe Lane

Wakefield

WF3 3PS

At heart of our work at Rodillian Multi Academy Trust is a concentration on delivering high academic standards that help young people become self-confident, develop a mastery of their chosen subjects, and discover and achieve their aspirations. We provide a broad, balanced and relevant curriculum for all children, including those with English as an additional language (EAL). The term EAL is used when referring to students whose 'mother' (or first) language is not English. This policy sets out the Trust's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of students with EAL, helping them to fulfil their potential. All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their 'mother' language and background. As a Trust, we know that bilingualism is a strength and that EAL students make a valuable contribution to the growth of our Trust and the establishments within them.

Aims and objectives

The aims and objectives of this policy and the Schools' EAL provision are to: ·

- Ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Equality Act 2010
- Welcome and value the cultural, linguistic and educational skills and experiences that students with EAL bring to the Trust and individual establishments.
- Help students with EAL to become confident and fluent English speakers, listeners, readers and writers in order to be able to fulfil their academic potential
- Encourage and enable parental / carer support in improving children's attainment
- Assess the skills and needs of students with EAL and to give appropriate provision throughout the Trust and individual establishments.
- Monitor students' progress systematically and use attainment and progress data in decisions about classroom management and curriculum planning, so as to raise student achievement
- Equip staff with the knowledge, skills and resources to be able to effectively assess, teach, support and monitor students with EAL
- Maintain and enhance pupils' self-esteem and confidence by acknowledging and giving status to their skills in their 'mother' languages

Roles and responsibilities

Provision for children with EAL is the responsibility of the Trustees, Members, ~~Principal~~Head of School and all staff within the Trust and individual establishments. It is a Classroom Teacher's responsibility to provide appropriate support for children with EAL in their classes and to be aware that these needs may be present in different learning situations. All staff are responsible for the identification, assessment and provision of targeted support for children with EAL. This is facilitated by the Trust Schools' SEND teams and takes place in partnership with parents/carers, support services and other professionals/specialists (as appropriate).

Key principles of additional language acquisition

- EAL students are entitled to the full National Curriculum programmes of study and their Teachers' have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the 'mother' languages of all students and staff should be recognised and valued. Students should be encouraged to maintain their 'mother' language and use it in the school environment wherever possible and appropriate.
- Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much higher and more complex and can require continuing support.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the 'mother' language aid the acquisition of additional languages.
- Whilst managed in the same team a clear distinction should be made between EAL and Special Educational Needs.

Teaching and learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons.
- Key language features of each curriculum area are identified, e.g. key vocabulary, structures and text types.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

- ➡ Where possible, learning progression moves from the concrete to the abstract.
- ➡ Discussion is provided before, during and after reading and writing activities. · Scaffolding is provided for language and learning, e.g. talk frames and writing frames.

Planning, monitoring and evaluation

- ➡ Targets for EAL students are appropriate, challenging and reviewed on a regular basis.
- ➡ Planning for EAL students incorporates both curriculum and EAL specific objectives.
- ➡ Staff regularly observe, assess and record information about students' developing use of language
- ➡ When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Assessment and record-keeping

Where it is felt that factors other than EAL are impacting on students' progress, further assessment and investigation will be undertaken in order to best support their progress. Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of student's work. Consideration and sensitivity are given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

Resources

EAL learners have access to appropriate materials such as dual language text books, dictionaries and key word lists. We recognise the value of visual support (e.g. websites, DVDs, maps, visual timetables, ICT and story props) and build this into our planning. Whilst students are principally supported through high quality first teaching, one-to-one and small group interventions may also be planned and delivered to ensure the best outcomes for all of our students.

Special educational needs

Where a SEND is identified, EAL students have equal access to the Trust and individual establishments SEND provision.

Parental/communication involvement

Staff strive to encourage parental and community involvement by:

- ➡ Providing a welcoming induction process for newly arrived students and their families/carers
- ➡ Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- ➡ Identifying linguistic, cultural and religious background of students and establishing contact with wider community where possible
- ➡ Celebrating and acknowledging the achievements of EAL learners in the wider community
- ➡ Recognising and encouraging the use of 'mother' language
- ➡ Helping parents/carers understand how they can support their children at home, especially by continuing the development of their 'mother' language.

Linked policies

- ➡ Anti-bullying Policy
- ➡ Behaviour Policy
- ➡ Equality Policy
- ➡ Safeguarding and Child Protection Policy
- ➡ Special Educational Needs and Disabilities Policy

Review

This policy will be reviewed every three years by the Trust Board.



Southway is an Extended Educational Provision that is part of the Rodillian Multi Academies Trust

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