EAL Framework

(English as an Additional Language)

Those responsible:

Mr Noel Kennedy – Interim Principal

Mrs Tracy Warrener – Assistant Principal – Teaching

& Learning

Alice Legarska – Head of EAL

To be reviewed regularly

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Introduction

This document details our arrangements to recognise and meet the needs of students who speak and learn English as an Additional Language (EAL); these are students who are exposed to another language other than English at home and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school.

Context

Approximately 40% of our school population comes from ethnic minority groups. **These ethnic minority groups have been identified as 'new to English' (new arrivals) and 'Established' EAL students.**

Our EAL students generally come from a range of cultural backgrounds and have different **linguistic** abilities. The majority of the 'new to English' students arrive in school having had little or no exposure to English language and culture. Additionally, students may arrive with little to none prior experience of school as well as with some literacy skills in their home language.

Aims

The EAL department, as a part of quality teaching and learning, aims to:

1. Ensure the curriculum is accessible to all students whatever their linguistic background.
2. Be proactive in removing barriers that stand in the way of all EAL students' learning.
3. Provide inclusive curriculum that reflects the cultural and social diversity of the school.
4. Ensure all students feel safe, welcomed and valued.
5. Enable those newly arrived EAL students to settle quickly.
6. Establish effective liaison and communication with all stake holders.
7. Empower and equip teachers with educational tools in order to help their students to overcome the linguistic and cultural barriers which can cause lack of understanding of their subjects.

Objectives

1. The objectives of the EAL Department are to:

2. Support, create and establish an environment to facilitate learning of English for students whose English is not a first language.

3. Ensure all EAL students can participate in the wider life of the school and can gain access to the creative curricular provision.

4. Provide appropriate curriculum levels to meet the differing needs of EAL students.

5. Establish the role of the EAL department in facilitating additional support, advice and guidance for ethnic minority students and the teaching staff.

6. Actively review and improve EAL provision with the support of the Principal, SLT and CPD training providers.

7. Help staff to identify the difference between EAL students and those who have Special Education Needs and Disability (SEND) as well as to develop collaborative working practices with teachers in order to adapt their teaching approaches to engage those with English as an additional language.

Delivery

The EAL department will:

1. Provide EAL students with the knowledge and skills to use spoken English when communicating with others in a variety of curriculum and social contexts.

2. Equip EAL students with the knowledge and skills to use written English in order to understand and produce variety of texts.

3. Help EAL students to develop their confidence and enhance understanding when expressing meaning clearly within curriculum and social context.

4. Monitor the progress of EAL students' acquisition of English; their general achievement and their attainment in examinations/end of Key Stage assessments.

5. Encourage the use of good English-speaking role models for bilingual students and staff.

6. Provide additional support with homework, coursework and extension work for example at lunchtimes or afterschool clubs.

7. Provide CPD opportunities to further staff awareness and understanding of the needs of all EAL students and strategies of how to address them.

8. Liaise and communicate with parents and carers effectively in order to develop positive relations within the community.

Underlying Principles

1. The EAL students at Thistley Hough Academy are entitled to opportunities for educational success that are equal to those of our English-speaking students.

2. English as an additional language is considered as an additional need, a language barrier, and not a special educational need or a 'learning disability'. Therefore, students are not placed on SEND registers or taught in SEND groups unless they have Special Educational Needs and Disabilities identified by the SEND Co-ordinator.

3. EAL students belong to a heterogeneous group; their linguistic needs will vary according to a range of factors. The Academy provides a range of teaching and learning activities to meet curriculum demands and different teaching and learning styles.

4. Although the EAL department will work in partnership with other departments to support the delivery of high-quality teaching and learning, EAL team will not be used for translating textbooks, worksheets or other resources. It is within the teacher's professional conduct to differentiate and adapt the teaching to respond to the strengths and needs of all students.

5. Carefully designed, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL students.

6. The multilingualism of EAL students enriches the Academy and the community.

7. It can take up to seven years to fully develop the academic language needed in order to proficiently access the curriculum.

8. Newly arrived students to UK may go through a 'silent phase' where they do not speak at school for up to six months.

Roles and Responsibilities

The roles and responsibilities of Academy personnel regarding students whose English is not a first language are in accordance with Code of Practice guidelines and Academy job descriptions. There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of EAL students' learning and success.

The Head of EAL is the member of staff responsible for overseeing, co-ordinating, monitoring and maintaining day-to-day running of the Academy's EAL Department.

The Head of EAL will:

- Be accountable for student performance in terms of progress and attainment.
- Lead and design a curriculum and assessment programme which meets the needs of EAL students.
- Manage department staff in line with their job roles and responsibilities.
- Deliver engaging learning programmes that inspire, motivate and meet the needs of all EAL students.
- Work in collaboration with subject leaders, classroom teachers, support staff, SEND Co-ordinator and outside agencies to ensure EAL students receive high quality provision.
- Be informed by school staff of the identification of any EAL students and vice versa.
- Liaise with parents of EAL students.
- Respond to requests for information and support on EAL students.
- Ensure all EAL students are integrated into mainstream classes and have full access to the curriculum.
- Maintain the EAL register.

The EAL teaching and support staff will:

- Provide expertise in the education of EAL students.
- Communicate with the Academy staff to ensure they are fully aware and informed about any new to UK students.
- Support class and subject teachers in planning and delivering differentiated learning.
- Work with students and provide support on a daily basis.
- Liaise with parents of EAL students.
- Maintain records of intervention and students' progress.

Admitting New Students

Admissions of newly arrived students follow the Academy's normal admittance procedures. In order to ensure maximum support is given to all EAL students, the Academy will need to collect and record the following additional information:

- Date of arrival in UK
- Country of origin
- Student's first language and other languages spoken at home/by student
- Student's level of literacy in these languages
- Student's educational background
- Links with students already in school

Placement in Mainstream and Intervention Groups

The academy recognises newly arrived students to the UK, who may be new to English, need continuity and security as they start schooling. Therefore, the EAL department aims to make an early decision with regards to placing 'new to UK' students in appropriate sets, teaching classes, providing opportunities for enrichment and, when necessary, providing additional language support.

EAL students:

- Have access to the wide range of subjects within the curriculum.
- Are placed in groups where they will see models of positive behaviour
- Are placed in groups with students who speak fluent English in order to provide EAL students with good language models.
- Have access to EAL specific resources in order to support learning

Teaching and Learning

The teaching staff at the Academy will:

- Plan for and provide appropriate stimuli for language development.
- Encourage all EAL students to use English language by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL students.
- Be aware that Academy's culture and environment, such as teaching and learning, procedures, routines and practices, may differ from the education setting our EAL students were exposed to.
- Be aware that an EAL student's social language, normally acquired within 2 years, may be much more advanced than their academic language (which can usually take up to 7 years to develop and reach native-speaker levels).
- Teach topic/material with relevant vocabulary and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide positive language role models for social interaction in learning activities (social rules, politeness etc).
- When necessary, provide spoken and written, curriculum-specific, language models for all EAL students, such as knowledge organisers or writing frames.
- Support language, study skills and attitudes which enable EAL students to become independent students.
- Encourage parents/carers participation in EAL students' learning and language development.

Assessment and Tracking

The EAL department will:

- Carry out initial assessments for newly arrived students in order to assign appropriate teaching group.

- Regularly test all EAL students throughout the year (minimum twice a year) to ensure appropriate and effective strategies are in place.

- Regularly update support plans, student profiles and intervention strategies.

- Analyse student performance data and respond to outcomes of assessment to ensure effective planning, teaching and interventions are in place in order to raise progress and attainment.

- Refer EAL students to SEND Coordinator if further learning needs have been identified.

- Maintain an EAL student register.

- All relevant information is distributed to the Academy staff or to other educational provisions.

A. Legarska

Head of EAL
May 2022