



Oasis Academy Boulton

EAL Policy

How we Induct Pupils who are new to the country and track their progress.

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EAL Policy

This policy supports the following rights, taken from the United Nations Convention on the Rights of the Child

(UNCRC):

Article 2: The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from

Article 3: The best interests of the child must be a top priority in all actions concerning children

Article 12: Every child has the right to say what they think in all matters affecting them and to have their views taken seriously

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment

Article 30; Every child has the right to learn and use the language, customs and religion of their family, whether these are shared by the majority of the people in the country where they live

At Oasis Academy Boulton learning and achieving, attitudes and well-being are valued in all our pupils. We encourage our pupils to achieve to the best of their ability; to reach their potential by removing barriers and they are encouraged to be proud of their abilities and talents. Children learning English as an Additional Language (EAL) are no exception. To do this we need to take into account the diversity of needs of bilingual learners and implement purposeful inclusive curriculum and environment for our EAL children to maintain progress and develop new skills. Therefore it is important that we plan provision taking account of the Every Child Matters outcomes: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution and Achieve economic well-being.

Context

Pupils learning EAL who arrive at Oasis Academy Boulton come from a range of ethnic groups and have a variety of linguistic backgrounds. Our pupils learning EAL arrive in the Academy having had little or no exposure to the English language and culture. They often come into our education system with limited experience of school and basic literacy skills. The majority of our pupils learning EAL have entered from Eastern Europe, while some pupils have come from Asian and African continents.

Aims

The aim of the Academy is to ensure that all pupils experience:

- A commitment by all staff and pupils to create an environment whereby newly arrived pupils feel safe; socially, emotionally and physically.

- An ethos where their home language and their culture feel valued and included in all aspects of school life.
- A positive inclusive environment to support their social and emotional needs and by providing good role models and EAL buddies to support inclusion and interactions.
- Regular assessment, monitoring and support to progress in their acquisition of English.
- Access to the National Curriculum through quality first teaching.
- Additional provision if identified as also being Gifted and Talented and/or Special Educational Needs.
- Access to a range of resources which will enhance learning in the classroom and intervention groups.
-and their families
- Receive the support of a translator during parents' evening when appropriate and available.
- Receive a warm and friendly welcome when discussing their child's needs.
- Receive information regarding the Academy's systems and routines
- Key principles to language acquisition;
- Language is central to our identity. Therefore the home languages of all learners and staff should be recognised and valued.
- Importance of English to fit into the local community.
- EAL learners are entitled to full, rich and balanced curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Language develops best when used in purposeful contexts across the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot be assumed and must be made explicit.
- Although many learners 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 deeper and more detailed, and requires continuing support.
- 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.
- A clear distinction should be made between EAL and Special Educational Needs.
- Role and Responsibilities
- It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.
- The EAL Co-ordinator is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.
- Responsibilities include:
 - Assessing the pupil's level of language on arrival.
 - Keeping a register for Newly Arrived pupils.
 - Liaising with the teaching staff to identify and support pupils learning EAL.
 - With the Principal and Safeguarding and Inclusion Leader, to deploy Teaching Assistants for focused intervention groups and monitor effectiveness.
 - Managing and auditing resources to ensure effectiveness for class work, groups and home use.
 - Supporting in the writing of Individual Language Plans.

- Monitoring the progress of pupils learning EAL in all aspects of Literacy including speaking and listening, reading and writing; as well as Mathematics.
- Contributing towards AIP and CPD's target setting.
- All staff have responsibility for:
- Modeling good use of English, in extended sentences and encouraging children to do the same.
- Communication to children that they are expected to speak clearly and audibly, using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.
- Supporting and encouraging children to become fluent speakers and for communication school expectations for Speaking and Listening.
- All teaching staff have responsibility for:
- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English. Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving oracy and Speaking and Listening.
- Assessing and tracking progress in Speaking and Listening.
- Teaching Assistants have responsibility for:
- Working alongside identified individuals in class to support child's access to the curriculum.
- Admission of Newly Arrived Pupils

The Academy needs to collate as much background information as possible, including:

Country of origin

Date of entry into the UK

Previous schooling

Pupil's first language

Other languages spoken at home

Religion

Health issues

Links with other pupils within the school.

Integration of Newly Arrived Pupils

When a new pupil arrives in our school with little or no English the classroom environment can be a frightening place to be. Therefore to create an environment that feels safe, welcoming and stress-free. (see attached flow chart)

When possible, the pupil will be placed in a class with other pupils who share the same home language.

Through a buddy system 'Friends to Friends' buddies are available to support the new pupil in their first language (when possible), in class, at break times and around school.

A welcome booklet will provide the child and family with information regarding our school and daily routines.

Teaching and Learning

Teachers and Teaching Assistants have high expectations of all our pupils. We understand that pupils learning EAL is no exception and that their cognitive ability is in advance of their spoken English. All our pupils learning EAL have the right to access the National Curriculum and therefore taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning. We also encourage the use of pupils' home language to support their learning and development of English. Staff take into account how best to support the learning needs of a bilingual learner including various learning styles.

Effective teaching strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning e.g. talk frames, writing frames.
- Resources

Resources around the Academy support the teaching and learning of our pupils learning EAL, by supporting the expressive and receptive language. Classroom and intervention groups use concrete objects, visual aids as mentioned above, ICT programmes, talking pen and resources, group board games and dual-language books and dictionaries.

Monitoring Achievement;

Progress in the acquisition of English and achievement in individual curriculum areas is regularly monitored. However consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of language acquisition. The outcomes of assessment are used to inform the level of support required. Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.

Continuing Professional Development

- Regular opportunities to discuss and to share good practice.
- Training for staff on the needs of our pupils learning EAL.
- CPD target for teachers and teaching assistants.

This policy will be reviewed annually or when necessary to ensure procedures and strategies are updated.

Created

J. Sidhu April 2017