



## **English As an Additional Language Policy 2022-23**

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## **1. INTRODUCTION**

At Ark Kings Academy, our goal is simple: we want every child to be well prepared academically and socially for university or the career of their choice. We work hard to achieve this for our students, and we work hard to help our staff achieve this too. We believe every student entering the academy has the potential to leave with a set of qualifications that will enable them to pursue their further training, education or employment. We have an absolute commitment to provide a learning environment where pupils with English as an additional language (EAL) make exceptional progress and fulfil their potential.

As an inclusive school, we provide an education which:

- Is characterised by high expectations of every pupil, including those with EAL.
- Is broad and balanced with full access to the National Curriculum.
- Provides careful assessment and close monitoring of each individual pupil's progress and outcomes.
- Equips all pupils with the skills necessary for exemplary behaviour and attitudes to learning to ensure they can be successful in their school, home and work life.
- Recognises and celebrates achievement in all its forms.
- Equips every pupil with the employability skills that count to ensure they stand out in the workplace and have the right personal skills to complement their academic qualifications.

## **2. DEFINITION OF ENGLISH AS AN ADDITIONAL LANGUAGE**

English as an additional language refers to learners whose language is not English. The learner may already be fluent in several other language or dialects. EAL students will be at different stages of language acquisition, from complete beginner to advanced bilingual. However, those at the same stage are highly likely to have different backgrounds and needs. Their experience of schooling overseas may be different. Some pupils may have developed knowledge and concepts in subjects such as science and maths through another language. The conceptual thinking of EAL pupils is often in advance of their ability to speak English. Some EAL learners may have learning difficulties. However, the simple fact that a pupil has a home language which is different from the language in which he/she is taught, or he/she is a new arrival in the UK does not mean that he/she has Special Educational Needs (SEN).

## **3. MONITORING THE PROGRESS AND ATTAINMENT OF EAL STUDENTS**

At Ark Kings Academy, we assess and monitor the progress and attainment of every scholar. Assessment is largely performance-based and provides accurate and reliable information to inform teaching and to support effective progress in learning for all students, including those with EAL.

We screen all students on entry, using the following tools:

- Baseline assessment in all subjects
- Commercial reading age tests
- On-going observations by teachers and EAL co-ordinator

We assess any students who are at the earliest stages of learning English (Newly arrived to the UK, who have not been exposed to English previously.) to establish their proficiency and literacy in their first language when possible and to establish their prior knowledge and experience in other subjects. The NASSEA (The Northern Association of Support Services for Equality and Achievement) steps in collaboration with CEFR (Common European Framework of Reference for Languages) are used to measure beginner EAL scholars' developing proficiency in speaking and listening, reading and writing until the point at which they begin to work at National Curriculum levels. At Ark Kings Academy, all staff are required to assist the EAL co-ordinator to monitor the language development of beginner EAL scholars. This includes observing scholars (both in and out of the classroom), conducting diagnostic assessments, and consulting with subject teachers. The identification and assessment of the SEN of students whose first language is not English is given care. The student's performance in a range of subjects is considered to establish whether the difficulties being encountered arise due to English not being a first language or from the student having SEN.

#### **4. SUPPORTING THE LANGUAGE DEVELOPMENT OF EAL STUDENTS**

*EAL students 'learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models', Ofsted EAL briefing paper, 2012.*

At Ark Kings Academy, EAL students are given access to a broad and balanced curriculum and learn alongside their peers. All teachers are teachers of literacy, and are responsible for supporting all scholars to develop their language skills, including EAL learners. Any withdrawal of EAL learners from mainstream classroom is for a specific purpose, time-limited and linked to the work of the mainstream classroom. In such instances the EAL co-ordinator and the subject teacher liaise to plan the withdrawal lesson(s) and to review the progress of the EAL student concerned. Additional targeted support, such as individual or small group literacy work or independent learning support, is provided outside of lesson time, either before or after school hours, as and when required. The purpose of any such targeted interventions is to help EAL students apply their learning in mainstream lessons.

At Ark Kings Academy EAL students are supported in their learning by:

- A tailored induction programme for new arrivals including a buddy system and highly structured individual/group interventions, where applicable.
- High quality whole class, inclusive teaching.
- An appropriate level of cognitive challenge in lessons, with appropriate language scaffolding.
- Visual support to help them access their curriculum, including dual language texts, bi-lingual dictionaries and pictorial prompts, where appropriate.
- Careful consideration of grouping i.e. a new arrival is not automatically placed in the lowest attaining set.
- A rich programme of extra-curricular activities.

## **5. RESPONSIBILITIES OF SUBJECT TEACHERS**

Subject teachers have a responsibility to ensure that they:

- plan collaboratively with the additional adult within the learning environment (LA), focusing on language and subject content in lesson planning
- provide targeted support to learners of EAL. Such support involves pre-teaching to enable pupils to access the lesson content, as well as support during the lesson and follow-up consolidation
- provide individual support, either before or during the lesson, on occasions when specific difficulties and misconceptions arise
- use a range of strategies to develop and consolidate students' skills in speaking and listening, reading and writing
- modify or design specific resources to scaffold and support the learning or curriculum access needs of students with EAL
- closely monitor progress of EAL students
- ensure that more advanced learners have continuing support to meet their varying needs as they develop competence in English
- ensure that the cognitive challenge for EAL students remains high.

## **6. RESPONSIBILITIES OF ADDITIONAL ADULTS WITHIN THE LEARNING ENVIRONMENT (LA)**

Learning Assistants have a responsibility to ensure that:

- subject teachers are aware of the range of needs of the EAL learners in their classes
- they plan collaboratively with subject teachers, focusing on language and subject content in lesson planning
- targeted support is provided to learners of EAL. Such support includes individual and small group literacy work and independent learning support
- individual support, either before or during the lesson, on occasions when specific difficulties and misconceptions arise is provided
- subject content materials are adapted to make them accessible for new arrival EAL learners
- specific resources are available to scaffold and support the learning or curriculum access needs of students with EAL
- they monitor the progress of EAL students and report their progress to subject teachers
- more advanced learners have continuing support to meet their varying needs as they develop competence in English.

## **7. TRAINING**

The Academy is committed to offering staff training that enables them to feel confident and skilled when dealing with the diverse needs of the students they are supporting, teaching and working with. A programme of training on issues related to EAL will be scheduled each year.

## **8. REVIEW OF THE POLICY**

The EAL Policy will be reviewed annually by staff and the Governing Body and updated and revised as agreed.

Reviewed May 2021

Next review due May 2022