White Hart Lane
Wood Green
London N22 5QJ
T 020 8889 6761

mail@mulberrywoodside.org
www.mulberrywoodside.org

Mulberry
Academy Woodside

Headteacher: Ms Angela Wallace BA Hons, PGCE, MA

English as an Additional Language (EAL) Policy

Drafted by: Miss Joanna Sruba
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HoD = Head of Department
HOY = Head of Year
SLT = Senior Leadership Team
SEN/D = Special Educational Needs / Disabilities

Purpose

This policy is a statement of our school's aims and strategies to ensure that we embrace the diversity of ethnicity, culture and language of our students and meet their needs; recognise the skills they bring to school and ensure equality of access to the curriculum.

In order to progress, students need to feel safe, accepted and valued. For students who are bilingual or learning English as an additional language this involves valuing their home background as well as helping to develop confidence and fluency in the acquired language to communicate effectively across a range of contexts. As a school, we are aware that bilingualism is strength and that EAL students have a valuable contribution to make. We take a whole school approach, including school values and curriculum to promote diversity, equality and respect.

Rationale

Woodside High School has adopted values such as diversity, equality and inclusivity to create an environment where students achieve their best. Students with English as an Additional Language bring whole patterns of learning and cultural experience into the school and we believe in recognising and harnessing talents for the benefit of the whole school community.

We recognise that bilingual students acquire a second language most effectively when they are engaged in learning across the curriculum, not when the focus is on English in isolation. Therefore the basis for supporting our EAL students involves improving accessing the curriculum fully by focusing support on English Language across the curriculum.

Aims

Part of the

Mulberry
Schools Trust

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language (EAL) and so to raise student achievement and attainment.

Our aim is to:

- Support the English language learning needs of EAL students, to ensure they reach their full academic potential.

- Provide recognition and build on students' use and knowledge of other languages.

- Ensure that barriers to learning that our EAL students encounter have been identified and removed, to enable full access to the curriculum.

- Recognise that 'social' English (Basic Interpersonal Communicative Skills) is not equivalent to academic English (Cognitive Academic Language Proficiency) which takes further years to acquire

- To encourage and enable parental support in improving students' progress.

- To assess the skills and needs of EAL students and to provide appropriate provision.

- To monitor students' progress systematically and use data to tackle underachievement

The Policy

1. All teachers are responsible for teaching language in their subject areas.

2. The classrooms need to be socially and intellectually inclusive. Where appropriate, additional specialist EAL work may be classroom-based; support staff working collaboratively with class/subject teachers in joint planning/review.

3. Newly arrived students are given time to absorb English bearing in mind that there is a 'silent period' of rapid language acquisition.

4. Wherever possible, identify Academically More Able and SEN/D students to help to close the gap.

5. Teachers use specific support strategies e.g. additional verbal support, repetition, collaboration, visual support, non-verbal gestures, pictures and active learning strategies.

6. Students have access to strong English language through peer models and collaborative tasks. Students acquire social/functional English from peer interaction. Subject-related vocabulary, subject specific writing conventions are best acquired through small group collaborative work where talk and interaction are central to the task.

7. Where possible, students have access to software aided learning e.g. electronic dictionaries and language software. These are used to learn, strengthen and enhance the learning of language structures and vocabulary, both in lessons and at home,

8. Students have access to first language (L1) or bilingual support wherever possible (especially beginners); opportunities for L1 work support English (L2) e.g. discussing or drafting ideas in the stronger language and translating into English.

9. The curriculum reflects and draws on students' cultural, religious and linguistic knowledge and experiences, and resources present positive images of these experiences.

10. The school accepts responsibility for knowing the extent of students' use of the English language. This information is gathered from information collected on admission forms and periodically reviewed in the Language Proficiency census.

11. We make use of 'initial assessments of students' language needs'. We commission support wherever possible in tailoring the curriculum to meet EAL needs, working with subject teachers as well as support staff, and providing models of adapted materials.

12. Students with EAL, even with minimal English, receive a full timetable across the curriculum. Support teachers will work with subject staff on differentiating materials. Staff will be made aware of students' language needs and the importance of using accessible language. Texts/worksheets are made clear, accessible, with visual support. Teachers make use of directed activities related to texts (DARTS).

13. Staff is made aware of the distinction between students' competence in conversational English and subject-specific needs. There is also a clear understanding that a limited knowledge of English does not reflect a lack of ability.

14. Clear distinctions are maintained between EAL and SEN/D. Groupings are supportive and frequently reviewed. Bilingual students are not disproportionately placed in low ability or SEN groups.

15. We provide frequent opportunities for small group and collaborative work with strong language peer models.

16. Assessment processes take account of, and give credit for, students' developing use of English across the curriculum.

17. We value languages other than English. Key Stage 4 bilingual students can take a GCSE community language and a European one wherever possible.

18. Our records of achievement are targeted to support students' self-esteem, pose culturally appropriate questions and give credit to community achievements. Students' interpreting skills are acknowledged.

19. Parents are given appropriate information on progress and attainment

20. We acknowledge and promote diversity of different races, cultures and faiths in our school community, which is a more proactive stance than simply absorbing such students.

21. Special attention is given to the literacy skills of EAL students beyond the years of their initial social integration into the school, recognising that it takes seven or more years for their academic use of English to reach their L1 standard.

22. Students may be monitored or supported by the EAL staff, who will also seek to ensure that the language teaching role is adopted by the whole-school community.

23. The Induction Manager provides an induction programme and works closely with the HOY and form tutor. The student is assigned a buddy from their tutor group.

Provision

Setting: Where necessary and with a benefit to the students' needs in mind, an additional withdrawal provision may be set up to help new EAL arrivals to develop English language skills in a tailored, purposeful and meaningful way. This provision is meant to have the maximum impact in the shortest time possible.

Curriculum: The EAL department aims to support the English language development needs of EAL students to ensure full access to the curriculum. The EAL provision focuses on accessing the curriculum through the teaching of cross-curricular subject specific language from different subject areas. While KS3 follow curriculum language teaching units from subject areas, the KS4 ESOL follow a Cambridge IGCSE in English as a Second Language qualification to support and improve their GCSE outcomes.

Professional Development

Staff are provided with opportunities for CPD training on EAL to extend their knowledge and understanding and enhance their skills. Learning support staff working closely with EAL students attend EAL training and disseminate skills, knowledge and expertise to all staff in school. This contributes to rising achievement within the school.

Particular attention is also placed on networking with other schools. organisations and agencies with respect to sharing good practice and developing professional expertise.

Use of ICT

ICT is a central resource for learning in all areas at Woodside High and is used when relevant for meeting the needs of EAL students. Staff working with EAL students receive training on how to use existing resources such as language software to support language development.

Effective EAL Support

This will be evidenced by:

- High standards of EAL teaching and curriculum content for EAL students

- Good leadership and management of EAL

- Students with EAL are sufficiently challenged and supported so they can reach their potential

- Providing challenging, age/ability appropriate and accessible class- and homework.

- Support takes account of students at the early stage of language learning

- Support takes account of students at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills

- The offered curriculum is relevant and sensitive. Where appropriate, EAL students may be supported by a Teaching Assistant in the classroom to complete tasks with understanding.

- SLT is fully involved in the monitoring, deployment and quality of provision for the support of EAL students

- Links with parents are good and support students' development

- Encouraging and monitoring peer relations, with a particular attention paid upon arrival of a new EAL student throughout the year. New arrivals ambassador scheme has been set up to help students to settle in and build positive relationships.

Identification and assessment

Parents are asked to inform school of any language needs their child may have on entry to school. In addition to this, EAL staff, liaising with colleagues and working alongside students, identify and assess students with EAL in order to target them for support.
Once the students have been identified and assessed, EAL staff work with colleagues to develop **Individual Language Plans** with SMART targets.

Methods of working

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. electronic dictionaries, on-line support, bilingual staff/students, texts, key word lists.

- Writing frames, directed activities related to texts (DARTs)

- Opportunities for role play

- Students 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

- Developing appropriate resources

- Planned withdrawal lessons to support subject specific language

- Study groups in and after school for exam preparation

- Providing advice and training for other staff members

Assessment

- All EAL students are entitled to assessments as required.

- Progress in the acquisition of English is regularly assessed and monitored.

- Monitoring and identification of learning difficulties that may be masked by EAL needs and close cooperation with SENCO, where necessary

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

- Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition

- Access arrangements for EAL students where necessary/ appropriate

Evaluation
Self-evaluation will be through regular meetings with Line manager
Reporting to SLT
Use of targeted data from Teacher Assessments/GCSE results/KS3 tests