EAL Policy

Philosophy
THE CONTEXT OF THE SCHOOL The following 48 first languages are spoken at Ashcroft: - Afrikaans, Albanian/Shqip, Arabic, Akan/Twi-Fante, Bemba, Bengali, Bulgarian, Caribbean Creole English, Dutch/Flemish, Ebira, English, Finnish, French, German, Greek, Gujarati, Hausa, Hungarian, Hindi, Italian, Kurdish, Luganda, Lithuanian, Latvian, Ndebele, Nepali, Pashto/Pakhto, Pahari, Panjabi, Polish, Portuguese, Persian/Farsi, Romany/English, Romanes, Romanian, Russian, Shona, Slovak, Slovenian, Somali, Spanish, Swahili/Kiswahili, Tamil, Thai, Tonga/Chitonga, Turkish, Urdu, Ukrainian, Yoruba. There are approximately **37%** of students at Ashcroft who have a first language other than English; this picture changes on a weekly basis. **KEY PRINCIPLES FOR ADDITIONAL LANGUAGE DEVELOPMENT**   - Language develops best when used in purposeful contexts across the curriculum   - Effective use of language is crucial to the teaching and learning of every subject   - The language demands of learning tasks need to be identified and planned for at the initial   - stages and at extension levels   - Access to learning requires drawing attention to suitable words and meanings within each   - curriculum area. To check that students have understood and can recall key words   - Teachers at Ashcroft have a crucial role in modelling uses of language and incorporate specific language functions in their schemes of learning.   - The use of additional support time – through Teaching Assistants and EMAS support staff, is an integral part of curriculum and lesson planning.   - All students have access to the National Curriculum   - A distinction is made between EAL and SEN students, (although some may be both)   - Teachers at Ashcroft need to be aware of the importance of students home language and to build on their existing knowledge and skills   - Many concepts and skills depend on literacy in home language which enhances subsequent acquisition of EAL   - All languages and cultures are equally valued at Ashcroft.   Ashcroft is committed to making appropriate provision of teaching and learning resources for students for whom English is an additional language and for raising the achievement of ethnic minority students who are underachieving. Ashcroft will identify students' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

Aims
We aim to ensure that all EAL students are able to: - Use English confidently and competently   - Use English as a means of learning across the curriculum   - Raise their academic achievement, in all subjects   - Complete appropriately challenging tasks

- Where appropriate, make use of their knowledge of other languages

To achieve our aims:

PLANNING AND DIFFERENTIATION:-

- Ashcroft will provide a system for staff to share planning with support staff and the EMAS Co-ordinator. The lesson plans will identify the demands of the National Curriculum and provide differentiated opportunities to match the need of individual EAL students.

- Students identified during the initial assessment tests as being either a beginner or at elementary level (Common European Framework) will be invited to attend the induction programme delivered by two qualified EAL teachers in preparation for the acquisition into mainstream learning.

- Planning will take into account needs of students according to Literacy and Numeracy levels but also the English language development stages.

Teaching

- Staff will review class sets and seating arrangements to ensure that EAL students have access to strong English language peer models and have a good view of the board and the teacher.

- Teachers will need to take into account student's proficiency in English, when giving instructions to the class.

STRATEGIES

All staff at Ashcroft will use support strategies to ensure curriculum access:-
- Identify EAL students and the various English language levels
- Identify EAL students who need support in class
- All EAL students will have ILPs (Individual language development plans)
- Teaching Assistants, EAL support staff and EMAS Coordinator support EAL students in mainstream subjects
- Training is provided to teachers, TAs and EAL support staff including weekly surgeries from EMAS team
- EAL staff monitor the support given to EAL students and feedback to the EMAS Coordinator
- EAL students who need support are withdrawn from lessons
- Independent learning using various ICT software
- Staff to highlight on their lesson plans EAL students, and those underachieving
- Staff to produce specific language functions in their subjects and key questions in each topic taught
- Use enhanced opportunities for speaking and listening in class, including role play
- Enhance writing skills by using a variety of texts and texts that reflect diversity, demonstrations and scribing
- Enhance reading skills through repetition, pointing to key words, reading out loud
- Key questioning
- Encourage participation by allowing sufficient talk time, independent and collaborative work
- Effective groupings in class to enable EAL students to hear good English
- Additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstrations, use of gestures, word blanks, mime
- Bilingual resources – e.g. dictionaries, online support, bilingual staff, texts, key word lists
- Students to receive regular feedback from staff
- Opportunities to focus on cultural knowledge
- Opportunities to sit a GCSE in their mother tongue

- Further support for student's language development is provided through assemblies, school clubs and homework clubs

MONITORING EAL STUDENTS

Information is gathered about: -
- Students' mother tongue (competence in other languages)
- Students' ethnic background (family background)
- Students' religion
- Students' previous educational background and schooling experience

Asylum/Refugee Students

An initial assessment of newly arrived students is carried out – reading is assessed using the NFER standardised assessment and the various stages of English assessed using the QCA (Stages of English pack)

Data Analysis

Data is analysed systematically to track the progress and attainment of EAL students. Data is used to set curriculum targets and for setting of students. Teaching and Learning will also be evaluated using these targets.

Stages

Students' English levels are identified with reference to the QCA (Stages of English as an Additional language) and CEF (Common European Framework), also with reference to the national curriculum. Staff will regularly observe, access and record information about students' developing use of language in their subjects. Students who are developing fluency in English have access to bilingual support.

Attendance and exclusions

Monitoring of attendance by ethnicity and using the data to develop strategies and to address poor attendance. Exclusions are also monitored by ethnicity and racial incidents.

SPECIAL EDUCATIONAL NEEDS STUDENTS

We recognise that most EAL students needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have access to Ashcroft SEN support. Students' of all academic abilities will be developed even though they may not be fully fluent in English.

ASSESSMENT AND RECORD KEEPING

- EAL students' skills in English are assessed regularly
- Assessment measures are easily understood by all staff
- The initial period assessment (for new students is short, simple and can easily be administered by TAs and mainstream staff
- Students are set curriculum targets in writing, reading, speaking and listening which derive directly from the QCA or National Curriculum levels
- Level of EAL support is closely tailored to need and students move rapidly through support programmes with increasing independence
- Analyses of student achievement (Baseline, Key Stage 2 assessments and GCSE) is compared with majority student performance

RESOURCES

Resources on which reading and writing activities may be based are monitored for cultural diversity. The classrooms will have displays and resources that reflect linguistic and multicultural diversity.

A range of materials are used to support EAL students development e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, ICT software etc. Ashcroft has materials covering anti-racist education on topics such as: anti-racism, multicultural backgrounds, art, recreation, festivals and various multicultural issues.
Assessment materials use images and texts that are appropriate for all students.

PARENTS/CARERS AND THE WIDER COMMUNITY

Ashcroft provides a welcoming admission process for the induction, assessment and support of new arrival students and their family/carers. We take account of parents'/carers' linguistic, cultural and religious backgrounds when planning the curriculum and delivering home-school links.

We ensure that our written and spoken communication with families is effective through the use of plain English, translated reports/letters and if possible interpreters.

We aim to work closely with members of the wider community to support our EAL students and encourage pride and promote understanding of other cultures.

STAFF DEVELOPMENT AND WHOLE STAFF RESPONSIBILITY

The school will enable all staff to undertake professional development to ensure that provision for EAL students is appropriately delivered and coordinated. The school development plan takes into account the needs and skills of EAL learners and sets targets which are challenging and realistic. Parents of EAL learners are fully informed about National curriculum requirements and assessment procedures, and about the school's strategies for securing all students' entitlement. The EAL policy is effective and understood by all staff. There is regular and effective liaison between all staff involved in teaching and assessing EAL students.

Staff are knowledgeable about students' abilities and their needs in all subjects. That staff can make effective use of this knowledge in planning and setting. Make good use of specialist support teachers and EAL assistants in teaching and monitoring progress.

The school's Developmental plan will incorporate action plans, EAL policies and reviews relating to raising the achievement of EAL students.

Success Criteria
- There is a planned integration plan for EAL students new to Ashcroft.
- Staff are aware of EAL students in their class and of their needs.
- EAL support is given by TAs and classroom teacher
- EAL students meet or exceed their attainment targets.

REVIEW OF THE EAL POLICY

This policy is in harmony with the equality and anti-bullying policies agreed on behalf of the governing body.

Approved by Governing Body of Ashcroft High School:	June 2017
Policy Review date:	September 2018
Governors' Committee:	Full Governing Body
SLT staff responsible:	Mrs Paul
Statutory Policy: Yes / No	Yes