



ST JOSEPH'S COLLEGE

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

2017-18

Rationale

This policy has been written in recognition of the values of St. Joseph's College as a Catholic School which in its own mission statement states that:

'Each individual is considered by all to be of equal worth and value, and accordingly is treated by all with respect and dignity'.

Aim

St Joseph's College is committed to high quality provision for pupils for whom English is an additional language and to raising the achievement of minority ethnic pupils who are at risk of underachievement. The school will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum regardless of their level of fluency.

St Joseph's College will ensure that all EAL pupils are able to:

- ◆ Use English confidently and competently;
- ◆ Use English as a means of learning across the curriculum;
- ◆ Where appropriate, make use of their knowledge of other languages to help enrich the wider school community.

School Context

The pupils at St Joseph's College speak a total of 28 different languages. 39% of pupils have a first language which is other than English.

The school's EAL Coordinator is **Mrs M Barnwell**.

Principles

At St Joseph's College we adhere to the following Key Principles for Additional Language Acquisition:

- ◆ All pupils have entitlement to access a broad and balanced curriculum;
- ◆ Language develops best when used in purposeful contexts across the curriculum;
- ◆ Effective development and use of language is crucial to the learning and teaching of every subject;
- ◆ The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension;
- ◆ Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but must be explored;
- ◆ Teachers have a crucial role in modelling correct and appropriate uses of language;
- ◆ The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning;

- ◆ A distinction is made between EAL and Special Educational Needs;
- ◆ Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills;
- ◆ All languages, dialects, accents and cultures are equally valued.

Planning and Differentiation:

Lesson plans will provide differentiated opportunities matched to individual EAL pupils' needs. Collaborative planning with EAL staff will be undertaken as the needs of the pupils/cohort requires.

Key language features, necessary for the EAL students to effectively participate in the lesson and raise their achievement, are identified by the subject teacher. These might be key words, certain patterns of grammar and uses of language or forms of text.

Strategies

Staff will use supportive strategies to access the curriculum for all pupils. These may include:

- ◆ Collaborative group work;
- ◆ Enhanced opportunities for speaking and listening;
- ◆ Additional verbal support-repetition, alternative phrasing, peer support;
- ◆ Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture;
- ◆ Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
- ◆ Writing frames, directed activities related to texts;
- ◆ Opportunities for role play;
- ◆ Regular feedback regarding progress from staff;
- ◆ Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;
- ◆ Where language development and acquisition allows, learning moves from concrete to abstract;
- ◆ Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs and homework clubs.

Planning, Monitoring and Evaluation

On entry to the school Information is gathered about:

- ◆ The pupil's linguistic background and competence in other languages;
- ◆ The pupil's previous educational and schooling experience;
- ◆ The pupil's family and biographical background;

The pupil's level of English will be established with reference to their proficiency levels and the National Curriculum.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual students. These targets are reviewed on a regular basis and shared with parents.

The school analyses EAL/Minority Ethnic student data regularly and uses the information to evaluate the effectiveness of additional support provided in terms of student progress and deploy additional provision and resources appropriately.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most pupils for whom English is an additional language and who also require additional support do not necessarily have special educational needs or disabilities (SEND). However, should SEND needs be identified during assessment, EAL students will also have equal access to the school's SEND provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. In this case provision will be made for them through the school's Gifted and Talented programme.

Assessment and Record Keeping

The school will ensure that all EAL pupils have access to all assessments, making full use of special arrangements where appropriate.

Resources

In the classroom, a range of resources are used within lessons to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials and computer software. Assessment materials use images and texts which are appropriate for all students.

In the wider school, displays and resources reflect linguistic and cultural diversity. Events which celebrate the wide-ranging diversity of the college community will run throughout the year e.g. Refugee Week; Global Awareness Evening.

Parents/Carers and the Wider Community

St Joseph's College provides a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

Access to Community Language Examinations

Where possible and appropriate, the school will provide opportunities for EAL pupils who are fully literate in their home language to take a GCSE/A level examination that language. The EAL Coordinator will contact parents to discuss this on an individual basis.

Staff Development and Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with EAL within everyday teaching. We also have a team of staff with more specialist skills to support and deliver interventions for pupils who are early stage learners of English.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils for whom English is an additional language.

This policy was agreed by the Governors on:

It will be reviewed no later than: