EAL Policy
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1. Introduction

This Policy is concerned with *bi or multi lingual students who have a home language other than English or Welsh and who are in the process of learning to use English as an additional language for educational purposes.

Bi or multi lingual EAL learners come from a range of ethnic backgrounds.

*Bilingual ... the term is currently used to refer to students who live in two languages, who have access to, or who need to use two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages.
(Cited in Hall, D 1995, - Assessing the Needs of Bilingual Students, London, Fulton).

2. Context

Bi or multi lingual EAL learners come from a variety of language and educational backgrounds. Some have arrived at school having had a certain amount of exposure to the English language and the local culture; others are newcomers to both. Some have developed reading and writing skills in their home language; others are pre-literate. Some have comparable schooling to their age equivalent peers; others may have experienced interrupted or no previous education.

Students with English as an Additional Language are entitled to equal access to the full curriculum at Chorlton High School, as well as achievement of their full academic potential. In each Year Group the pattern of EAL differs; currently between 15% - 28% of each year group are classed as EAL students; which sees most Year Groups about the national average.

3. Underlying Principles

This policy builds on the statutory obligation of schools under the Equality Act (2010) to promote equality of opportunity for students whatever their race, religion or belief as well as other protected characteristics.

All bi and multi lingual EAL learners are entitled to the full range of pre-school and statutory educational services. They are entitled to equal opportunities of educational success and experiences.

Bilingualism / multilingualism is an achievement which is educationally enriching and should be shared and celebrated as part of the school's rich and diverse culture. Having a home language other than English is not a learning difficulty. It is a learning need which must be appropriately catered for by all teaching and support staff.

Special Educational Needs and the needs of bilingual EAL learners are not identical neither are they mutually exclusive. Catering to the individual needs of each student is paramount for successful learning to take place. This is why at CHS we employ our Access and Achievement department to work together to ensure all students access, aspire and achieve regardless of their background.

The Access and Achievement Team aims to achieve the following objectives:

- To ensure that all bi and multi lingual EAL learners participate in and gain access to the mainstream curriculum provision provided at Chorlton High School.
- To ensure that all bi and multi lingual EAL learners are supported in integrating and contributing to the school and, where possible, the local community
- To promote, and highlight ways for all staff to promote community cohesion for all bi and multi lingual EAL learners.
- To support all bi and multi lingual EAL learners in their acquisition of English language skills across the curriculum, tailoring support and intervention to match the individual needs of that student.
- To ensure that bi and multi lingual EAL learners attain assessment levels and grades that are appropriate to their intellectual ability.
- To assess and monitor progress in the acquisition of English as an additional language for all bi and multi lingual EAL learners, intervening and supporting for as long as is necessary to ensure expected progress with both English language skills and in the wider curriculum.
- To promote partnership teaching and other appropriate methods of supporting bi and multi lingual EAL learners.
- To provide training for subject/class teachers in strategies that will address the needs of bi and multi lingual EAL learners, and to quality assure the support that is provided to students in classrooms to ensure consistency.
- To support bi and multi lingual EAL learners through the home language(s) where necessary and offer interpreting/translating services to parents of EAL learners where possible to ensure full parental involvement in EAL learners' educational experiences.
- To develop resources, including home language materials, which will enhance the linguistic skills and conceptual understanding of bi and multi lingual EAL learners.
- To support bi and multi lingual students to become independent learners of English, seeking help and support where necessary, and taking responsibility for learning.

4. Statement of Aims

Chorlton High School is committed to making appropriate provision of teaching and resources for students for whom English is an Additional Language and for raising the achievement of minority ethnic students who are at risk of underachievement. The school will identify individual students' needs, celebrate the skills and diversity that they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL students are able to:

- Use English confidently and competently when communicating with all staff and students.
- Use English as a means of learning across the curriculum.
- Make at least expected progress for their individual ability.
- Integrate and embody an active role within the wider school community.
- Where appropriate, make use of their knowledge of other languages.

5. Assessment

- Careful assessment is taken by Access and Achievement staff to ensure that the learning needs of all bi and multi lingual EAL learners are met.
- Assessment is carried out according to the extended scale of the Proficiency in English descriptors provided by the DfE in 2017, developed by Solihull Local Authority and adopted by many schools in the local area. Even though this information is no longer collected for the school census, the descriptors work well in our context and align our policy with that of other local schools.
- Assessment in home language will be carried out where deemed appropriate.
- Other assessment should comply with procedures used for all other students in the school.
- Care is taken to ensure that assessment is not culturally biased against students from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups.
- Assessment details should be shared with relevant staff to ensure appropriate differentiation and support is provided in class.
- Assessments should be regular to ensure that the developing language needs of learners are continually catered for by all staff.

6. Key points to consider:

- It should be recognised that bi and multi lingual EAL learners can make rapid progress in acquiring English but also to be fully competent in the use of academic language for learning can take up to 10 years (see Collier '97). The level of competency (particularly of literacy) in the home language(s) directly affects the time taken to acquire English as an additional language.
- There are many additional social factors that may impede the rate at which an EAL learner acquires language skills, many may experience an extended ‘silent period’ where they do not speak – this does not, however, mean that they are not learning!
- All students have curriculum learning needs, bi and multi lingual EAL learners also have language-learning needs.
- Language is best learned in a meaningful context - the mainstream classroom. It is the responsibility of the classroom teacher to ensure that every opportunity is taken for learners to develop language skills necessary to access the curriculum.
- EAL learners should be encouraged to use their home language in the learning environment, particularly with a buddy or bi lingual dictionary.
- The richness of linguistic and cultural diversity, in addition to the importance of community cohesion should be celebrated and highlighted through the curriculum.

7. Roles and Responsibilities

Teachers

- Know the students in your classes. There may be many EAL students in your class with very different language needs. Make sure that you know how their language needs differ and how you can ensure accessibility of your lesson content.
- Provide handouts with images, key words and simple phrases which are necessary to understand the learning taking place in your lesson. Include these on your PowerPoint – it will help all of the learners in your classroom.
- Communicate with parents to find out words and phrases that could be used to communicate with students in their own language. Use the student's exercise book to record home language definitions to match the English counterparts.
- Use gestures, actions, facial expressions and inflection to support understanding in English.
- Speak clearly and make eye contact, ensuring to be mindful that tone and pitch of voice is non-threatening.
- Provide the student with bilingual dictionaries, books and educational software that bring the child's first language into the classroom – where possible, buddy students up with a learner of the same home language. If this is not possible then buddy up with good role models of English.
- Translate key words and tasks into home language.
- Consider how the classroom environment and displays support and celebrate different languages and cultures, as well as the acquisition of accurate written and spoken English.
- Give learners the opportunity to verbally rehearse ideas and answers in a safe environment with a partner or support assistant.
- Remodel spoken and written language for learners to demonstrate accuracy.
- Provide opportunities for group and paired speaking and listening activities with clear outcomes, speaking frames, models and prompting questions and ideas.
- Provide resources that enable students to work independently on the lesson content: writing frames, sentence starters and close paragraphs.
- Lesson plans show evidence of explicit teaching of academic language skills.
- Always use standard English and ensure that this is the expectation of all learners within your classroom.
- Introduce and explore "language for life" vocabulary as well as subject-specific terminology where possible.
- Use marking and feedback as a way to build confidence and also to correct language misunderstandings and errors.
- Attend relevant INSET designed to maximise support of EAL students and ensure that strategies and resources are embedded within your lessons.
- Provide opportunities for students to learn key words and phrases that are necessary to understand the lesson content before the lesson.
- Seek support from the Access and Achievement team if unsure of how to cater for an EAL learner in your class or if you would like further information regarding the level of support required for individual learners.

Curriculum Leaders

In addition to the responsibilities above curriculum leaders should:

- Curriculum areas are provided with a detailed breakdown of their results by ethnicity. Curriculum Leaders need to ensure they develop strategies to raise achievement of all groups of learners.
- Middle leaders should support classroom teachers with how to differentiate schemes of work and lesson plans to cater for a wide range of EAL learners.
- Ensure that departmental schemes of work and lesson plans show evidence of high expectations of EAL learners, as well as opportunities to develop the English language skills of all learners.
- Ensure they and their department effectively implement strategies from and attend relevant INSET designed to maximise support of EAL students and provide forums to discuss, trial and implement strategies departmentally.
- When completing book and assessment scrutinies, ensure that language misconceptions and errors are being identified by teachers and corrected via either verbal or written feedback.
- Careful monitoring of the feedback for EAL learners and learners of different ethnic backgrounds, seeking advice from Access and Achievement where there is a disparity between these focus groups and other learners.

Teaching Assistants

- Know how to best support the learning of students.
- Where possible plan with teachers to maximise the impact of support, ensure that you are familiar with the lesson content beforehand.
- Where possible, support and pre teach vocabulary and key ideas before the lesson.
- Encourage students to write down key words from the lesson to learn at home.
- Use gestures, actions, facial expressions and inflection to support understanding in English.
- Use visuals (pictures, objects, etc.) to help students new to English connect meaning to language.
- Help students to access appropriate web resources or software, translate key words and phrases from tasks where necessary.
- Facilitate the use of home languages for learning in the classroom - encourage learners to interact with other learners in the classroom and support dialogue and communication with other learners.
- Support students to ensure that they understand the key points of the lesson – support them to record this information in their EAL progress book and their subject exercise book in the relevant sections.
- Provide writing frames for EAL students supported with the translated departmental key vocabulary.
- Always use standard English.
- Attend relevant INSET designed to maximise support of EAL students.
- Seek support from the Access and Achievement team if you are unsure of how to support any student.

Leadership and management

- Consider and facilitate changes needed to the school's systems and processes.
- Ensure provision for EAL is included in the School Development Plan.
- Facilitate regular provision for training for all staff related to the induction, assessment and ongoing support for learning and teaching of newly-arrived students.
- Ensure funding is deployed strategically and is used to support new arrivals as well as more advanced EAL learners.
- Provide robust and sensitive systems for collecting contextual data for newly-arrived bilingual students, such as first language (L1), other languages spoken, literacy in L1, refugee status and length of schooling inside and outside the UK. Ensure that teaching staff are aware of how to use this data effectively to differentiate learning
- Analyse attainment data by ethnicity and L1 to ensure an accurate picture of progress and attainment across all years.
- Promote the engagement of parents/ carers of newly-arrived bilingual students by actively seeking their views: reaching out to parents/ carers less confident in speaking English through the use of translators and interpreters as well as targeted meetings.
- Access multi-agency working with community groups focusing on both individual students and specific cultures to ensure that the potential causes of underachievement are understood, that these are challenged, and that students are supported in the right way.

Head of Year

- Monitor composition of student groups to ensure that newly arrived bilingual students are not placed inappropriately or overrepresented in lower sets.
- Ensure students are grouped within classes in such a way as to support both their progress in the subject and their language development.
- Ensure newly arrived students are 'buddied up' effectively and that buddies are supporting the learning of the EAL learner.
- Actively engage newly-arrived bilingual students by involving them in all aspects of school life, ensure they are aware of the different ways in which they can participate in and contribute to the wider school community.
- Ensure newly-arrived bilingual students are represented in all aspects of school life such as school council, school teams, gifted and talented initiatives.
- Ensure a range of information is collected from previous schools and settings as well as parents/carers to maintain the progress of newly-arrived bilingual students from primary to secondary school.

Language and Literacy Co-ordinator

- Support bi and multi lingual EAL learners in their learning of English across the curriculum in partnership with subject /class teachers.
- Provide INSET for staff designed to maximise support of EAL students and follow up contact to ensure that staff are aware of how to cater for the differing EAL needs in their classes
- Ensure that bilingual EAL learners are integrated into mainstream education
- Provide bilingual support workers, where possible/appropriate.
- Work closely with subject/class teachers and bilingual support workers with the co-operation of the students themselves and their parents to make the best progress in

language learning, quickly identify and act to remove any potential barriers to learning that may arise

- Ensure careful assessment is undertaken by Access and Achievement staff so that the learning needs of all bilingual EAL learners are met.
- Assess students according to the extended DfE Proficiency in English scale to classify students according to competence in English, identifying needs and defining the level of support needed by students.
- Ensure that assessment in home language is carried out where deemed appropriate.
- Ensure that assessment complies with procedures used for all other students in the school and that appropriate access arrangements are made for assessments and exams
- Ensure that assessment is not culturally biased against students from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups.
- Ensure that any withdrawal arrangements for newly-arrived bilingual students are time limited and carefully monitored for impact ensuring full access to the curriculum.
- Make effective provision for newly-arrived bilingual students to take examinations in home, community and heritage languages.
- Ensure that underachieving newly-arrived bilingual students are targeted for support at key enrichment activities such as homework clubs and revision clubs and their attendance is monitored.
- Ensure that vulnerable newly-arrived bilingual students, including asylum seekers and refugees, are identified and appropriate provision is made for them.
- Ensure that support, such as academic tutors, enrichment activities or buddy systems are provided for students identified as at risk of underachieving during their transfer or admission to secondary school.
- Ensure that classroom and corridor displays positively reflect the languages, experiences and heritages of newly-arrived bilingual students.

8. Monitoring, evaluation and review

Chorlton High School is committed to meeting the needs of all the students. Students with English as an additional language are valued members of our school community. As such we will monitor their provision to ensure that we are effectively catering for their individual needs. This will be monitored through a range of means.

Achievement

- Student data is regularly analysed and reviewed at departmental level by Curriculum Leaders and SLT. Any concerns about the progress of students, or groups of students would then be addressed through intervention to meet the specific requirements of students related to their cultural or linguistic needs.
- Students from all ethnic groups represented in the school are identified for monitoring of achievement and added value, including the use of RAISE online and FFT data for target setting by Middle and Senior Leaders.

Language Development

- The development of all students' reading, writing and communication is monitored and a range of targeted interventions are put into place by the Director of Access & Achievement and Language and Literacy Coordinator. These interventions strategies are tracked and monitored through the 4Is (Inform, Identify, Intervene, Impact) Process.

Teaching

- The whole school monitoring of Teaching and Learning includes a range of monitoring processes, which includes lessons observations and learning walks. A clear focus within this is the use of 'effective intervention' for all students, which will in turn enable the school to monitor the effective provision for EAL students.

- The Governing Body will be regularly updated on the progress of EAL students through the Access and Achievement Governor's report, which is produced termly. This will enable School leaders and governors to regularly review activity under the key headings above to ensure that this is further developed and refined.