



The Sovereign Trust

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English as a Foreign Language Policy

Issue 1

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Manor Academy Sale
English as a Foreign Language Policy

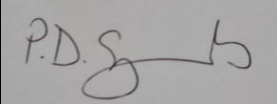
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This policy is a statement of Manor Academy's aims and strategies to ensure that EAL pupils fulfil their potential .

1. Definition of an EAL pupil:

At Manor Academy, pupils for whom English is an additional language (EAL) are those pupils who may use one or more language other than English in their everyday lives, in particular their family lives.

There are four types of EAL pupils:

- pupils who were born outside the UK and whose first language is not English
- pupils who were born in the UK but whose parents do not speak English at home
- pupils who were born in the UK but whose parents speak limited English at home
- pupils who were born in the UK who use other languages with their family or in other areas of their lives

2. Aims

Manor Academy is committed to providing appropriate learning support for all pupils whose first language is not English. In the School, we have a number of pupils for whom English is an additional language. This information is recorded on each EAL pupil's profile in the shared drive under EAL. A list of pupils for whom English is an additional language is available to staff on the shared drive. There is also a bank of resources available which are suitable for different subjects. Other subject areas are asked to contribute their EAL resources to the resource file.

The policy aims to enable pupils to become fluent in their use of written and spoken English. The objective is to enable pupils to achieve a fluent capacity in the English language as quickly as possible, so that the pupil does not feel alienated from what takes place both in class and socially

Learning support takes place within the classroom and, if necessary, during interventions with the EAL coordinator or a teaching assistant.

3. Entry to the School

Where there is evidence of language difficulty in the English baseline assessment, this is recorded in the pupil's details.

4. Roles and Responsibilities:

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion. Currently, the designated EAL Co-ordinator oversees EAL provision, including, identifying incoming EAL pupils, with support from the Year 6 Transition Manager and responding to requests for information regarding resource support for EAL pupils.

The EAL Co-ordinator will maintain a register of EAL pupils.

5. Provision for pupils in Manor Academy

In September, screening conducted by the English department is used in part to identify any pupils likely to require additional support. All pupils are assessed in order to ascertain language skills in English.

Where a need is identified, support will be provided by the teachers within the classroom setting. An individualised curriculum may be put in place, if this is considered desirable. In addition, one- to-one sessions with the EAL Coordinator and or a learning support teacher may be arranged, where this is considered to be the best way to support a pupil.

The following guidance has been given to teachers at Manor Academy:

General strategies for maximising pupils' uptake of language:

- Seat EAL learners next to an individual with good language skills if possible.
- Provide key vocabulary and phrases before a topic is taught.
- Write key words on the board.
- Encourage EAL pupils to speak in class, asking closed questions at first and giving extra time to formulate responses.
- Build in paired activities or small group work to support the pupils before they feel ready to speak independently.
- Use close activities to lead from reading into writing.
- Provide a writing frame, word banks and sentence banks for extended written tasks with prompts and suggestions.
- Identify the key vocabulary and language structures of the activity.
- Provide visual support such as: pictures, videos, computer programmes etc, to help comprehension.

Where appropriate, a pupil will receive guidance from MFL language teachers where their first language is taught at Manor Academy .

6. Response for pupils who may have English as an additional language

6.1 Stage One

As a result of screening, and where an EAL difficulty is highlighted, pupils will be monitored by subject staff and any concerns should be raised with the EAL Co-ordinator, Head of English and the Key Stage Manager. If the learning need is being met then no further support is required at this stage.

6.2 Stage Two

Arises where there is ongoing concern about a pupil.

Following discussion with subject teacher and within department, Head of English informs EAL Coordinator. They will then discuss options and seek advice as necessary. Options may include recommendation for: specialist assessment, catch up session, learning skills session, 1 to 1 support short term and subject specific, 1 to 1 language support. Contact made with parents. Consent for further assessment sought where required. EAL Co-ordinator and Head of English to monitor.

7. Identification

EAL is usually identified during the admission process. If at a later date a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL they will liaise with the EAL Co ordinator and discuss appropriate strategies. The EAL Co ordinator will liaise the parents involving them in the decision making process where appropriate. All relevant staff will be informed.

There are a number of triggers which may raise awareness when identifying girls with EAL.

Specific weakness in English language development, poor verbal comprehension, limited vocabulary or use of expression

- Specific weakness in English literacy skills, difficulty in reading, verbal comprehension or unaided writing
- Gap between CAT scores and reading ability
- Poor listening and attention skills
- Little response to peer or teacher intervention
- Parent expressing concern over pupil's school progress

8. Key Principles for Additional Language Acquisition

- 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, 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 need to be explored
- Teachers have a crucial role in modelling uses of language
- The focus and use of additional support from Teaching Assistants is best seen as an integral part of curriculum and lesson planning.

- All pupils have entitlement to the School's full curriculum
- 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
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally important

9. Provision in the Classroom

To develop opportunities for pupils to develop their English, and provide support to help children learning English as an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults
- Providing bilingual support to extend vocabulary in collaboration with parents and pupils

At Manor Academy we value each child as an individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

Children with EAL do not produce separate work. We do not generally withdraw children from lessons to receive EAL support. Class teachers and teaching assistants support children within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class. However, some withdrawal support for EAL may take place at times.

We provide learning opportunities that enable all pupils to make good progress. Staff will use some of the following strategies to ensure that all pupils including EAL have access to the curriculum:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models for 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
- Writing frames.
- Opportunities for role play
- Pupils receive regular feedback from staff

10. Roles and Responsibilities

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school expectations for Speaking and Listening.

Staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging pupils to do the same.
- EAL coordinator to discuss progress of all EAL pupils with Head of English and update Leadership Group every term.
- Head of English and EAL coordinator will assist in identifying and providing resources which support pupils learning English as an additional language.
- Resources:
- A range of resources are required to support pupils' including cue cards, visual clues, subject specific key words. Curriculum areas have responsibility for ensuring these are available to pupils.

10.1 Assessment for Learning

It is important to be clear about the purpose of assessment, summative, formative or diagnostic. It may be necessary to assess children with EAL in different ways to other children. This would be specific to each child's needs and the purpose of the assessment.

10.2 Review and Evaluation:

- School Data will include relevant information on EAL pupils, this data will enable EAL Co Coordinator and HOD to monitor progress of specific pupils and inform future programmes of support, need for resources and specific support if necessary.
- This policy will be reviewed annually.