



Blue Coat

Church of England Academy

English as an Additional Language Policy

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Ratified by the Governing Body on:		
	Signature	
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Daniel 4:1: *“To the nations and peoples of every language, who live in all the earth:
May you prosper greatly!”*

Blue Coat Church of England Academy is an inclusive Christian learning environment, our school values underpin all of our policies: Wisdom, Endurance, Service, Kindness and Hope.

The term EAL is used when referring to pupils whose first language, or language used at home, is not English. This policy sets out the Academy’s aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students in order to help them to achieve the highest possible standards.

Rationale

At Blue Coat Church of England Academy, we celebrate the fact that many of our children speak more than one language. We welcome and value the cultural, linguistic and educational experiences that students with English as an additional language bring to the Academy and are committed to providing an education for all, which acknowledges, and is enriched by, the diversity of ethnicity, culture and faith of our students.

We recognise that children who have English as an additional language have skills and knowledge similar to those of monolingual English-speaking children and that their ability to participate in the full curriculum may well be in advance of their communicative skills in English. All staff at the Academy are committed to the delivery of an engaging and appropriately challenging curriculum, which is inclusive and fosters the development of the key competencies of communication and language, in all its forms, alongside subject-based knowledge, understanding and skills.

Aims

This policy aims to promote awareness of the Academy’s obligations and moral duty to support the needs of students who have English as an additional language (EAL), enabling them to fully access the curriculum.

At Blue Coat Church of England Academy, our aims are:

- To promote equality of opportunity for all learners for whom English is an additional language;
- To deliver a broad, balanced curriculum which reflects the needs of students for whom English is an additional language;
- To promote academic achievement by grouping EAL students according to cognitive, rather than English language, ability;
- To develop students’ self-esteem and confidence by acknowledging and giving status to their skills in their own languages;
- To promote and encourage the development of students’ first languages in order to facilitate concept development in tandem with their acquisition of English;
- To provide students with access to resources which are age appropriate, at an appropriate language level and are linguistically and culturally appropriate;
- To provide targeted support for EAL students, employing a range of appropriate strategies, so that they become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential;

- To actively liaise with parents to help them to support their children's learning;
- To facilitate parents' access to school life by wherever possible, providing dual language information and bilingual support, especially for parents' evenings, school events and workshops, and to monitor parental involvement;
- To ensure that EAL students are assessed in their first language where possible and where appropriate;
- To equip teachers and teaching assistants with the knowledge, skills and resources to be able to support, challenge and monitor students with EAL so that they are able to make rapid progress in their acquisition of language and in their subject knowledge and skills;
- To regularly review the progress and attainment of EAL students, using this data to inform curriculum planning and further provision.

Assessment

At Blue Coat Church of England Academy, we are committed to ensuring that our assessment procedures are inclusive and equitable; tasks and procedures should not disadvantage any group or individual. We believe that knowledge of the learner, their culture, background and experience, is vital to ensure that assessment is appropriate and fit for purpose.

We aim to ensure that:

- Our assessments are sensitive to the age, language and culture of the EAL learner. For example, some assessments may be based around experiences which are culturally familiar;
- Criteria and tools used in assessment are made accessible to all. Teachers need to consider how accessible assessment criteria and tools are in relation to their EAL learners;
- Limited ability in English language does not mask abilities in other areas
- Additional background information on EAL learners is gathered in order to contextualise assessment data and provide reliable information;
- The progress of EAL learners is assessed regularly and progress monitored, in order to inform further support and intervention strategies.

It is our policy to support EAL learners in taking GCSE qualifications in their own languages, wherever possible. Their suitability for these courses (their literacy in their own languages) is assessed by our EAL department, with support from external agencies as appropriate.

Teaching and Learning

The language development of all students is the responsibility of all teachers and teaching assistants. Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

At Blue Coat Church of England Academy, staff should use teaching methods and styles that:

- Take account of the needs of EAL students from different ethnic groups;
- Recognise the student's mother tongue and boost their self-esteem;
- Identify the student's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another;
- Recognise that students with English as an additional language will need more time to process and answer questions, both orally and in written format. Extra time and support in internal exams will be awarded if appropriate;
- Provide and target appropriate reading materials that highlight different ways in which English may be used;

- Allow students to use their mother tongue to explore concepts, with a same language peer or teaching assistant where possible;
- Give newly arrived students time to absorb English (acknowledging there is a recognised 'silent period' when children understand more English than they use, which will pass once their self-confidence develops);
- Group students to ensure that EAL students hear good models of English;
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explain how speaking and writing in English are structured for different purposes across a range of subjects;
- Encourage and provide opportunities for students to use formal written and spoken English as well as developing colloquial English, where appropriate;
- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning;
- Provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum;
- Have high expectations of students but be sympathetic to emotional difficulties they may be experiencing;
- Maximise opportunities to develop social and personal confidence;
- Use bilingual resources and teaching aids to develop EAL students' understanding and confidence when using language;
- Conduct ongoing assessments and keep a record of progress, making use of the Academy's EAL assessment continuums where appropriate.

Access and Support

Additional support will be provided for EAL students, particularly those who are completely new to English or in the very early stages of language acquisition. This support will take various forms, including:

- An EAL form intervention group
- The provision of in-class support
- Small group withdrawal
- Use of our online language learning programme, Learning Village
- ESOL classes for complete beginners in English or for those not yet ready to access Level 1 courses at Key Stage 4
- Where appropriate, the opportunity to study a Functional Skills in English qualification.

Responsibilities

Admissions Secretary/Mid-Term Admissions Assessor

Obtains, collates and distributes to EAL Coordinator, Heads of Year and Curriculum Leaders, information on new students with English as an additional language, including:

- Language(s) spoken at home;
- Information regarding previous school experience, including level of English studied;
- Assessment information drawn from baseline assessments in Reading, Writing, Speaking and Listening (using the Academy's EAL assessment continuums) and numeracy. These will be completed prior to the student's start date;

Senior Leadership Team will ensure that:

- All involved in teaching EAL learners liaise regularly;
- Parents and staff are aware of, and adhere to, the Academy's EAL policy;
- Relevant information on students with EAL reaches all staff;
- High quality training in planning for, teaching and assessing EAL learners is available to staff;
- All staff have access to our Learning Village platform, which provides differentiation tools for new to English students;

- The effectiveness of the teaching of students with EAL is monitored and assessed regularly.

EAL Co-Ordinator will:

- Oversee the initial assessment of students' standard of English as necessary;
- Give guidance and support to set targets and plan appropriate work;
- Monitor standards of teaching and learning of students with EAL;
- Report on the effectiveness of the above and the progress of students to parents/carers and senior leaders;
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENDCO to identify needs and implement intervention programmes for individuals and groups;
- Liaise with parents and carers to ensure that EAL students are fully supported both at school and at home;
- Line manage EAL Teaching Assistants and ensure that these are deployed appropriately to support student needs;
- Monitor the effectiveness of EAL Teaching Assistants, facilitating training and support as required.

Heads of Year will:

- Ensure that EAL students receive a full induction to the Academy, making use of visual timetables and other appropriate resources, as required;
- Ensure that EAL students are buddied with same-language peers, where possible;
- Make use of assessment information/information regarding languages spoken at home and previous schooling when liaising with parents and carers of EAL students;
- Ensure that communication from the Academy is translated for parents/carers, wherever possible.

Form Tutors will:

- Monitor academic and social language use, creating opportunities during form time for EAL students to interact with both same language and English-speaking peers, who provide good language role models;
- Liaise with parents and carers, with support from the EAL Department where necessary, regarding the progress and attainment of EAL students in their form;
- Refer to the EAL Co-ordinator and Head of Year, any concerns regarding the behaviour, safety, emotional well-being and academic progress of EAL students in their form.

Teachers will:

- Be knowledgeable about students' abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching, planned use of resources, activities and student grouping;
- Maintain high expectations of all students, including those with EAL;
- Monitor the progress of EAL students and implement additional support and intervention as required.

Teaching Assistants will:

- Make use of assessment information to support teaching staff in the differentiation of tasks and resources for EAL learners;
- Monitor the progress of EAL learners against the Reading, Writing, Speaking and Listening continuums, providing evidence of such progress for the EAL Co-ordinator so that student information can be regularly updated;
- Deliver 1:1 and small group withdrawal sessions, using published and differentiated materials to support the language acquisition of EAL students;
- Liaise with parents of EAL students regarding the progress their child is making towards targets set;
- Maintain high expectations of all students, including those with EAL.

Links to other policies:

- [Teaching and Learning Policy](#)
- [Equality and Diversity Policy](#)
- [SEN Policy](#)