



# EAL Policy

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<b>Policy Review</b>	August 21
<b>Lead Professionals</b>	Head of Inclusion
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## **Rationale**

At Al Mamoura we understand the need to promote equality of opportunity for all learners for whom English is an additional language. We need to consider their needs and approach to learning. We need to deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language, which will allow all of our EAL students reach their full potential.



## **Context of school**

At Al Mamoura Academy there are a significant number of students who are learning English as an additional language.

To support these students we gather information relating to:

- students' linguistic background and competence in other language/s
- students' previous educational experience
- students' family and biographical background

## **School Aims**

- To be proactive in removing barriers that stand in the way of our EAL students learning and success.
- To meet our responsibilities to our EAL students by ensuring they have equal access to the curriculum, other educational opportunities and fulfil their educational potential.
- To provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- To quickly identify EAL students needing extra assistance and addressing their needs accordingly.

## **Policy Objectives**

- To ensure that all our EAL students participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our EAL students attain curriculum levels appropriate to their abilities.
- To seek and make use of appropriate advice, guidance, support and training for staff.
- To monitor the progress of EAL students' acquisition of English, their attainment and progress in all subjects, as well as monitoring their levels in speaking and listening.
- To give EAL students the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.

## **At Al Mamoura we will ensure:**

- Our EAL students are entitled to opportunities for educational success that are equal to those of our English speaking students.
- EAL students are not a homogenous group and so we will provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned, mainstream lessons in appropriately organised classrooms that provide the best environment for acquisition of English.
- The multilingualism of our EAL students enriches our school.
- Students become fully competent in the use of curriculum/academic English.
- Having a home language other than English is not a "learning difficulty".
- We support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness etc), genre features and characteristics (narrative, reports etc).
- We promote language and study skills and attitudes that enable EAL students to become independent learners.
- We encourage parents/carers participation in EAL students' learning.



### **Key Principles of additional language acquisition**

- EAL students are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all students and staff should be recognised and valued. Students should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and so students will receive support for as long as it is required.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modeling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

### **EAL Expectations at Al Mamoura Academy**

#### **The Leadership and Management of EAL**

- The responsibility for leadership will lie with the Head of Inclusion.
- Responsibility for the development of EAL programme will lie within the Inclusion Team and the EAL dedicated teacher.
- All staff however are responsible for the Quality First Teaching of the EAL students in their care.

#### **Whole Staff Approach**

The upon entry to school staff will be made aware of students individual cultural needs and every effort will be made to ensure the school is welcoming in all that we do by including:

- Reflection on other cultured as normal part of the curriculum
- Parents' information booklets on display where appropriate and available
- Language awareness throughout the school
- Dual language notices and books where appropriate and displaying pictures reflecting different cultures
- Sensitivity to cultural needs

#### **Identification**

- Upon entry to school students English language proficiency will be assessed to determine their ability to access the curriculum through English as the medium of instruction against a five-point scale to assess the language proficiency of all children on a termly basis.
- This information is used to create the ELL register.



## **Planning, Monitoring and Evaluation**

Teachers will ensure:

- Targets for EAL students are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL students incorporates both curriculum and EAL specific objectives.
- That a range of staff regularly observe, assess and record information about students' developing use of language and appropriately plan students next steps.
- When planning the curriculum, they take account of the linguistic, cultural and religious backgrounds of families.

## **Assessment**

- All EAL children are assessed in line with English National Curriculum levels using whole-school assessment procedures.
- All EAL students are monitored against an EAL scale in order to track their progress in developing their language skills. These are updated termly.

## **Teaching Strategies**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Where possible, learning progression moves from the concrete to the abstract.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

## **Special Educational Needs and Gifted and Talented Students**

- Most EAL students needing additional support do not have SEN.
- Should SEN be identified, EAL students have equal access to school's SEN provision.
- If EAL students are identified as Gifted and Talented, they have equal access to school's provision.

## **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of students and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL students in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.