



Isca Academy

English as an Additional Language (EAL) Policy

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Introduction

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.

EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out Isca Academy's aims, objectives and strategies with regard to the needs and skills of EAL students.

Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to Isca Academy.
- To implement Academy-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of students with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

There will be a positive and effective language ethos at Isca Academy:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff and also falls within our Communication and Language (Literacy) Policy.
- There will be liaison between the Inclusion Team and subject departments to discuss language development within the structure of lessons.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.

- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and student grouping.
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

Teaching and Learning

In order to ensure that we meet the needs of EAL students, staff will:

- assess the student's fluency level as soon as possible
- show differentiated work for EAL students
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect students to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL students need more time to process answers and to complete extended work
- allow students to use their mother tongue to explore concepts when appropriate
- give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- group students so that EAL students hear good models of English
- use collaborative learning techniques to encourage oracy

Spoken and written communication between the students and teaching and non-teaching staff, and between Isca Academy and parents and the local community, will be positive and appropriate.

Roles and Responsibilities

The EAL Co-ordinator will:

- assess EAL students on entry and share information with subject teachers
- arrange appropriate interventions differentiated for the varying needs of our EAL learners
- monitor progress of EAL students
- share strategies for supporting EAL students through Isca Academy's CPD programme

Subject Teachers will:

- use data and information to provide differentiated learning for EAL students, including varying modes of recording and communicating information
- Seek support and guidance from the EAL coordinator
- Track performance of EAL learners using performance data.

The Academy Leadership Team will:

- Include oversight of EAL progress under our Teaching and Learning priorities
- Organise appropriate CPD focused on the progress of EAL learners
- Work with the Inclusion Team and the Ethnic Minority Coordinator to ensure the Academy's culture continues to welcome and value the contributions made by EAL learners to our community.

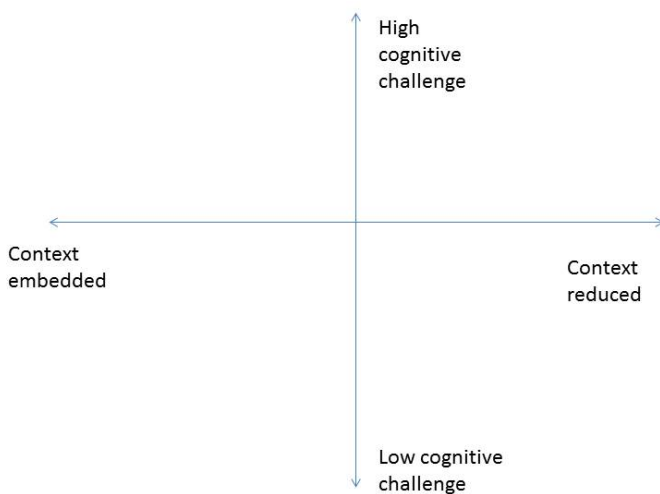
Appendices:

Guidance for teachers of EAL students at Isca Academy –

EAL Differentiation

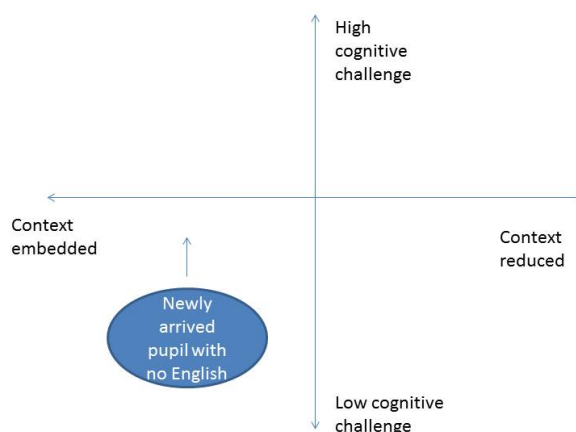
The grid designed by Jim Cummins is one of the most useful tools for determining whether you are differentiating effectively and for understanding the difference between differentiation for students with special needs and those with language learning needs.

Cummins Grid



Jim Cummins explained that when children new to English first start learning English they will need to have the cognitive challenge of some tasks lowered whilst they are learning a lot of new vocabulary. However, he determined that very soon those students will need the cognitive challenge raised to where the majority of students are, and different methods of support given to help EAL learners achieve the objectives.

Cummins Grid



Planning Frameworks which take account of students learning EAL

The diagram below outlines the stages of planning and delivery which take place over a lesson or series of lessons. The left side shows the core teaching and learning decisions; on the right is the added dimension of expanded planning for the EAL learners. The distinctiveness comes not only from the type of learning strategies, but also from the breadth of strategies that the teacher needs to draw on.

ALL STUDENTS	FOCUS FOR TEACHERS	STUDENTS WITH EAL
previous curriculum or skills knowledge level of literacy, numeracy etc. optimum teaching style and organisation for class and age group	PLANNING KNOWLEDGE	Variables such as: level of spoken and written English and language development aims; previous educational experience; other languages used.
Curriculum content and teaching/learning objectives for lesson/ week/ unit/ term.	CURRICULUM KNOWLEDGE, CONCEPTS, SKILLS, LANGUAGE	Learning needs related to EAL proficiency. Language required for content understanding: concepts, vocabulary, language structures, functions.
Teaching strategy e.g. talk and whiteboard work, textbook, worksheet, video, demonstration, practical, explanation of activity etc.	DELIVERING THE CONTENT - TEACHING	Modifications to make teaching accessible to EAL learners, e.g. brainstorming previous knowledge, use of visuals to present content, teacher modelling, interactive talk, the use of first language to assist comprehension.

Learning activities/ reinforcement – writing tasks, practical activities, collaborative activities, DARTS, worksheets, etc.	ACTIVITIES FOR LEARNING	Modifications to activities to support language development such as working in pairs or groups using content language, completing diagrams or tables, or engaging in practical activities.
Outcome - written, spoken, diagram, model, drawing, game played, etc.	OUTCOMES, ASSESSMENT, FORWARD PLANNING	Outcome: student has used content language, has been supported in reporting to class, etc. Planning: reinforce and extend newly learned language to enable it to be internalised, building on existing knowledge to identify development through new content, preparing to scaffold new material etc.

South, H. (ed) (1999) The Distinctiveness of English as an Additional Language: a cross-curricular discipline. p17 Watford: NALDIC

Differentiation for EAL learners in the classroom

- **Repeat and summarise** verbal instructions and requests, but be very careful not to vary your language too much when you repeat yourself.
- **Simplified task/written** instructions should be given to new arrivals (first, next, last). This can be easier to follow than verbal instructions.
- Provide the student with **keywords** from the lesson **to translate**. This could be set as homework ahead of when they will need it. Some keyword lists are already available on the F drive. Some keywords lists are already translated.
- **Pre-teaching** of difficult vocabulary or concepts. I can support this if you give me enough notice.
- **Keep it visual:** Wherever possible use visual aids or give **practical demonstrations** to your EAL students. Supporting your words with actions is a highly effective way of conveying a message to them. If you are watching a DVD then putting on **subtitles** is helpful. This could be in their first language or in English.
- **High expectations:** New arrivals will often understand more than it seems. Understanding comes before they are able/willing to express themselves verbally. Simplified tasks should be used while students adjust and build their vocabulary. The cognitive challenge should be increased as soon as possible and scaffolding put in to support them.
- **Encouraging them to speak:** New arrivals have the right to be silent, adjust and absorb the language but they should be gradually encouraged to participate more verbally. Differentiate the question to enable them to give a simple response or try using talking frames or modelled language to help EAL students to participate verbally.

- **Buddying up** – either with someone who speaks the same language or with a good role model of English.
- **Use of a bilingual dictionary/laptop.** All new arrivals are provided with a dictionary and are able to borrow a laptop for use in lessons. Laptops can be very useful if used appropriately. They can facilitate communications between staff and the student and enable the student to quickly access more of the learning. Laptops are best used sparingly during the early stages when the student is more vulnerable. Students could keep a separate vocabulary book that is used learning key vocab or translating new words at home.
- New arrivals with limited English should be **encouraged to write in their first language.** This is to help them engage more in the learning process and concepts. They should be expected to write some English and encouraged to gradually write more English. **Use writing frames** that demonstrate the structure and key vocabulary.

Contact Alison Davey, EAL Co-ordinator, for the following:

- Volunteers/Bilingual support workers, Interpreters for meetings, pre-teaching of vocab/concepts, first language exams, translated keyword lists/resources, dual language books, translated texts and simplified texts, questions regarding differentiation/strategies or any other concerns regarding an EAL student in your lessons.

Examples of EAL differentiation <http://www.youtube.com/watch?v=aZMicmGkFIM>