



English as an Additional Language Policy

Introduction

This policy replaces any previous policy and follows the DfE regulations and those issued by the London Borough of Harrow.

In line with the college's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of college life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

This policy takes account of the Government's aim for children to have the support they need under Every Child Matters:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic well-being

The policy will follow the five principles of the Children's Plan:

- to support parents and families
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students avoid the possibility of failure

This policy is based upon the College's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the College community.

Foreword

Rooks Heath College is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This policy is formulated by the SENCO/Head of Learning Support/EAL in consultation with staff and is monitored by other members of the College's Leadership and Management Group. The policy is subject to review every 3 years by the College's Leadership and Management Group and is subject to approval by the governors of the college.

Policy Objective:

The aim of this policy is to set out clearly the EAL department's activities, responsibilities, aims, and developmental objectives. The process of policy development has been to consult piecemeal with the EAL department in the first instance. The next stage is to circulate this policy through the various parties affected: Leadership & Management team, Heads of Department, Pastoral Teams, and Administrative staff. The final policy will then be presented to the Governing Body for approval.

EAL Mission Statement:

At Rooks Heath College we aim to provide real equality of opportunity for all pupils, so that individuals can reach the highest possible standards of learning. We do this by taking into account each pupil's life experiences and needs.

All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. Rooks Heath College is aware that bilingualism is a strength and that EAL students have a valuable contribution to make. A whole college approach is taken, including careful consideration of the promotion of the right ethos, curriculum, BfL, PSHE and language awareness.

Children supported by the EAL department have come to Rooks Heath College from many lands where sometimes they have experienced great difficulties. Their presence enriches the cultural and linguistic diversity at Rooks Heath and adds to the common pool of geographical and human knowledge. The department works hard to integrate children into the college, teaching them to acquire English Language Skills, helping them to adjust and become valued members of the college community.

Our mission is to facilitate the students' access to the standard curriculum while celebrating their native culture, heritage and language. We aim to enable all EAL students to achieve their best by overcoming the barriers to their learning which can include little or no English language, trauma, isolation and discrimination in the world outside Rooks Heath.

Equal opportunity for all students is the foundation of our mission.

Aims of Policy

This policy aims to raise awareness of the College's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language (EAL) and so to raise student achievement.

The policy sets out clearly the department's activities, responsibilities, aims and development objectives.

Context

In Harrow, EAL students come from a variety of backgrounds. Some are from well-established communities while others are new to the language and culture of this country.

- Some EAL students are isolated learners and may be the only speaker of their language in their class.
- Some students have already been educated in a language which is not their home language. For example, we have Somali students who have spent time in the Netherlands and are already fluent in Dutch, Tamil students who have lived in Sweden and are fluent in Swedish and Gujarati home language students who have previously been educated in France.
- Many students have attended school and are literate in their home language on arrival whereas others may have had no previous formal education.
- Some students may have experienced trauma and this will have an impact on their learning.
- The EAL co-ordinator works closely with other schools in the local authority, attending EMAS Forums and creating links for sharing materials and ideas.

At Rooks Heath College there are a large proportion of students for whom English is an additional language. In the initial interview, carried out by the School Admissions Officer, information is gathered about:

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

Potential students are assessed in English and Maths by the Learning Development Department.

New EAL students are met by the Head of Year and placed into the most appropriate tutor group. The form tutor arranges for a member/members of the tutor group to accompany the new student to lessons and to the Rookery etc. The Form Tutor, Head of Year and EAL staff monitor the settling-in process.

Staff

The EAL Department currently (May 2013) consists of the Head of Department who has overall responsibility and line management of the department, supported by the EMA co-ordinator and teacher of Induction and Additional English. There are also Learning Support Assistants who are involved in supporting students in lessons and ensuring appropriate access through differentiation, especially in English and Maths. One LSA has responsibility for carrying out and marking the Casual Entrant Testing process.

The EMA Co-ordinator is responsible for:

- Teaching and Learning and Management of EAL Provision.
- Planning and implementing the Induction sessions for new students to the college who have little or no English language experience.

- Planning and preparing work which meets the individual needs of EAL students, and delivering a varied and constantly adapting curriculum to meet their needs.
- Ensuring good curriculum delivery through good preparation and quality teaching, including teaching of Additional English courses, such as Years 8 & 9 Literacy sessions, AQA Adult Literacy, Functional English Level 1& 2 throughout the college in kS3 and kS4.

The Department also works closely with the Borough EMAS team.

Head of EMAS Joy Collins (based at Civic Centre)

Students:

There are large numbers of students at Rooks Heath who speak English as an Additional Language and a large number of casual entrants who often come with no English at all.

The numbers vary significantly from year to year however the current status (April 2013) is as follows:

| | | | |
|------------------|---------------|-------|----------------------------|
| Students on roll | Years 7 – 11 | = 845 | |
| | Years 12 & 13 | = 134 | EAL students = 656 (67.6%) |

EAL needing significant support = 60

| | | |
|-------------------------|-------------------------|---------|
| No English Spoken = 10 | Travellers = 5 students | |
| Count of Ethnicity = 19 | Free School Meals = 147 | LAC = 9 |

Clearly this represents a significant need within the college community.

The members of staff with key responsibility for EAL are part of the Learning Development Department and are key to the well-being and achievement of students for whom English is an additional language. However, it is important to see the roles of EAL support and SEN support as different both in purpose and nature.

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. Work needs to be differentiated not only to allow students to access the curriculum but to move their language on so that they can use higher order learning skills.
- 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 an individual's 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 it in the college environment wherever appropriate.

- 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 can require continuing support for up to ten years.
- 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 modelling uses of language.
- Knowledge and skills developed in learning their first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Identification of EAL students

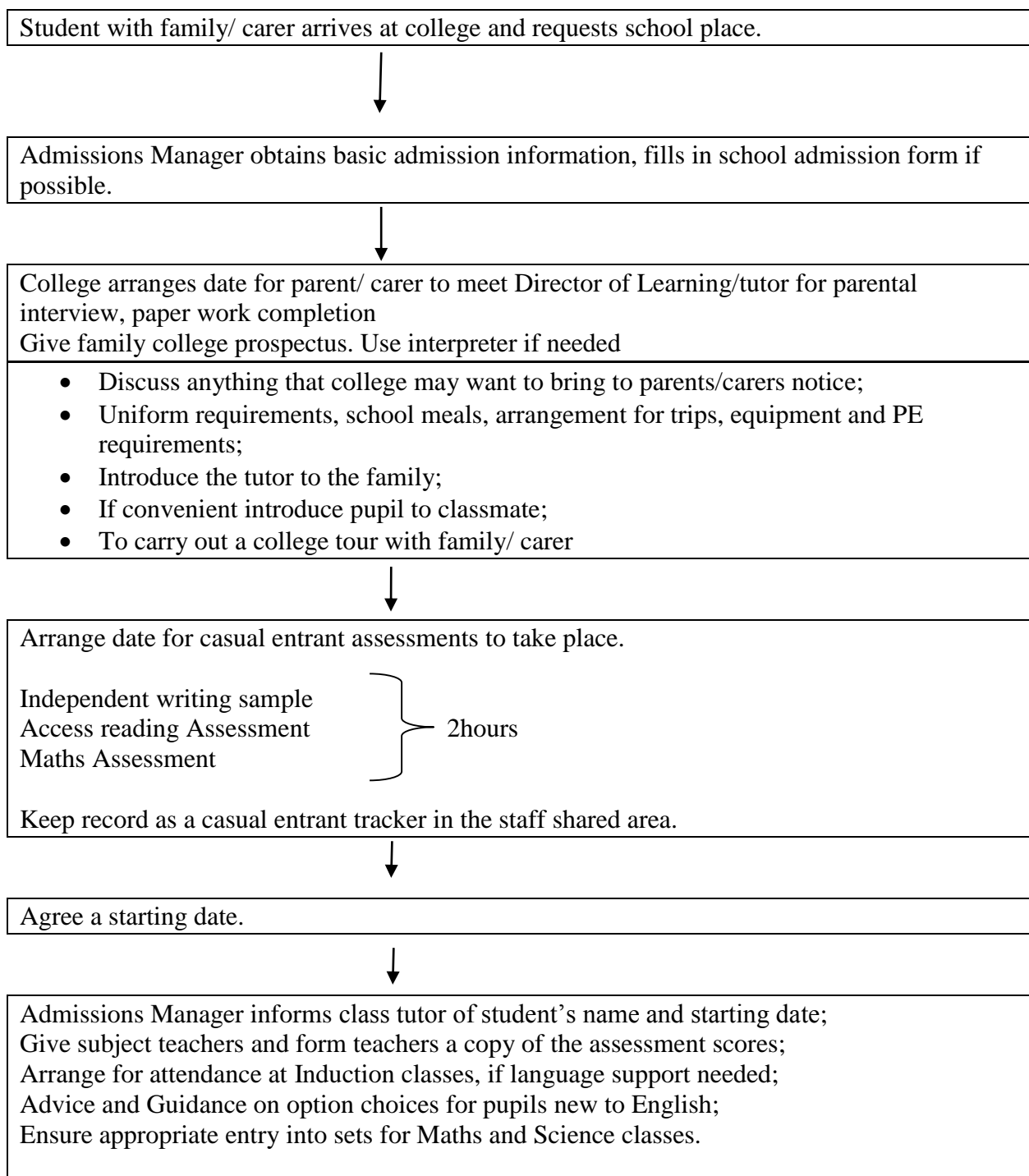
A transition programme takes place each Summer Term, before the new Year 7 Intake arrives. Directors of Learning along with members of the Learning Development Department meet with primary school staff to discuss the new intake. Information is gathered about the levels of English spoken and length of time in the country.

On entry, all students complete an unaided piece of writing. This is collected and analysed by the EMA co-ordinator, who then decides upon appropriate EAL support and intervention needed.

There is a separate procedure for casual entrants who arrive during the course of the year. See casual entrants procedure flow chart.

1. CASUAL ENTRANTS PROCEDURE FLOW CHART

New arrivals - Induction flow chart roles and responsibilities check list



2. CURRICULUM PROVISION SUPPORT

EAL students are entitled to the same range of curriculum entitlement as all other students.

Once the student has been identified as having EAL and the level of need has been assessed, it will be possible to inform the student about appropriate specific curriculum provisions, examples of which are listed below. These provisions are designed to enhance the National Curriculum (NC), and enable better access to the NC. They are not intended to replace the NC.

All Year Groups Induction Lessons

Arranged for those who are new to this country and whose levels are of concern (below Level 2C according to the EMA descriptors). They are designed for beginner learners and provide support every morning.

Year 8 Literacy support group

We allow students to choose this option instead of a Modern Foreign Language. This consists of three lessons a fortnight. Students work through planned and prepared tasks aimed at enabling them to achieve success in the functional elements of the Year 8 National Curriculum syllabus.

Year 9 Literacy support group

We allow students to choose this option instead of a Modern Foreign Language. This consists of five lessons a fortnight, and, as with Year 8, students work through the planned and prepared tasks aimed at enabling them to achieve success in terms of the functional elements of the Year 9 National Curriculum syllabus.

Year 10 and 11 Additional English group

We prepare our students for AQA's Adult Literacy Entry Level 1, 2 & 3 qualifications and the Functional English Level 1 & 2 Qualifications which have three clear assessment components: Reading, Writing, and Speaking and Listening. All three components are equally weighted and are marked externally.

In – class support

We also provide in-class support for our EAL students mainly in their Literacy and Numeracy lessons.

Assessment

Assessment is seen as an essential part of a student's learning. Assessments for EAL students are carried out in line with agreed college procedures. However, it is recognised that this can be a difficult issue as a student's understanding of a topic may exceed their ability to express that understanding in English. Moreover, students will be formally assessed at GCSE in English. Consequently:

- Subject teachers are encouraged to liaise with EAL support staff to discuss student progress, needs and targets.
- Progress in the acquisition of English will be regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

Assessment of Students with EAL

1. Baseline Assessments include:

- CATs
- Reading Test
- Identification by subject teachers.

2. On-going assessments will be:

- In line with subject department monitoring and assessment procedures;
- Within the induction programme, designed to identify when the student is ready to move into mainstream lessons;
- To allocate students into Additional English options.
- Within the Additional English course, including half termly assessments based on Assessing Pupil Progress sheets.

Special Arrangements for EAL students during exams:

Special arrangements can be put in place for exams.

These include: use of bilingual dictionaries during exam (excluding language option)

25% extra time during exam for use of the dictionary (if their entry in to the country is less than two years before the first exam in the series.)

Special access arrangements must be made directly through the examination board.

These arrangements need to be co-ordinated by KS3 co-ordinators for English, Maths & Science along with EAL & SEN co-ordinators.

Planning, Monitoring and Evaluation

We ensure that:

- Targets for EAL students (like all students) are specific, measurable, attainable, relevant and time bound
- Planning for EAL students incorporates both curriculum and EAL specific objectives
- Staff regularly access recorded information about students' developing use of language
- Curriculum planning takes account of the linguistic, cultural and religious backgrounds of students

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.
- 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 modelling 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.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete, first-hand experiences to more abstract concepts.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talking frames, writing frames.

Special Educational Needs (SEN) 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 the College's SEN provision.
- If EAL students are identified as Gifted and Talented, they have equal access to the College'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 accurate and clear English to ensure good spoken and written communications
- Identifying linguistic, cultural and religious background of students.
- Recognising and encouraging the use of first language.

The Learning Development Department has strong links with the Harrow Somali Voluntary Organisation and the Tamil Mentoring Service, with a view to building community links and support.

Approaches to Teaching and Learning

Strategies for the development of Speaking and Listening Skills

Our College will provide; where appropriate:

- a secure environment so that pupils learning English as an additional language feel confident enough to take risks and try out their new language;
- an environment rich in language with well-planned first hand experiences, interesting, culturally relevant topics and, when appropriate, use of the pupils' own experiences;
- effective opportunities for purposeful talk;
- rehearsal time before making a contribution;
- structured role play which allows for the development of language by listening to peers, being guided by participating adults and having access to prompts and activities that will enrich their vocabulary;
- sequencing, naming and describing activities which develop all literacy skills;
- teachers who model effective use of language through questions, answers, prompts and reflections

Strategies for the development of Reading Skills

Our college will provide; where appropriate:

- pre-teaching and preparation for the shared text to assist the understanding of bilingual pupils;
- discussion before and during reading activities, using preferred language where appropriate, including an explanation of the kind of text pupils are going to read;
- texts and materials which suit EAL pupils' ages and levels of learning;
- a range of reading materials that highlight the variety of ways in which English is used;
- vocabulary work which covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- awareness of the cultural knowledge explicit or implicit in texts used;
- visual prompts to help EAL pupils understand what they are reading;
- the opportunity for EAL pupils to experience a broad range of genres.

Strategies for the development of Writing Skills

Our college will provide; where appropriate:

- identify key features of language necessary for effective participation, such as key words, certain patterns of grammar, uses of language or forms of text, sentence structure;

- provide appropriate learning aids and experiences to support writing e.g.
 - visual supports such as pictures, film, photograph, ICT
 - alternative opportunities of recording such as story maps, annotated diagrams, mind maps, tape recorders
 - writing frames
 - time for extended writing
 - working with partners
 - drafting and re-drafting
 - explicit teaching about formulaic phrases e.g. stand up for yourself
 - opportunities for pupils to read aloud their own writing;
- teach grammatical features which present particular difficulties to EAL pupils e.g. modal verbs, adverbials, prepositions, determiners and pronouns;
- teach EAL learners to understand how well written stories are structured and sequenced and brought to an end;
- use individual marking that reflects the learning intention.

Strategies to help students develop their own writing:

- Teach grammatical features which present particular difficulties to EAL pupil
 - E.g.: Model verbs, adverbials, prepositions, determiners and pronouns.
- Teach EAL learners to understand how well written stories are structured and brought to an end.
- Use individual marking that reflects the learning intention

Resources

The EAL department is very well resourced with bi-lingual dictionaries, dual language texts on tape, story books for further reading and computers with access to many support programmes for learning English. The subject departments make use of key words lists, videos, maps and IT resources.

Staff Training

The EMACO attends termly EMACO network meetings with other secondary schools in the local authority, to keep up to date with developments in the teaching of EAL. Information is then fed back to department meetings as necessary. Other training needs are identified in Performance Management interviews with individual staff.

Celebration of Achievement

Celebration of achievement contributes to building pupils' self-esteem, developing a sense of community and belonging. It helps create a positive atmosphere in the college and develops pupils' sense of pride and confidence.

We celebrate achievement regularly through the following procedures:

- Commendations in Induction & Withdrawal sessions
- Certificate presentation in assembly
- Display of work on notice boards
- Certificate awards at Year 11 Celebration evening

Glossary

EMA - Ethnic Minority Achievement

EAL - English As an Additional Language

LSA - Learning Support Assistant

LAC - Looked After Children

EMACO – Ethnic Minority Achievement Coordinator