

SIR JOHN CASS FOUNDATION & REDCOAT
CofE SCHOOL & SIXTH FORM COLLEGE



EAL POLICY

Committee Review: SLT

Ratified: Mar 2018

TBR: Mar 2021

SLT Responsible: M.Dow

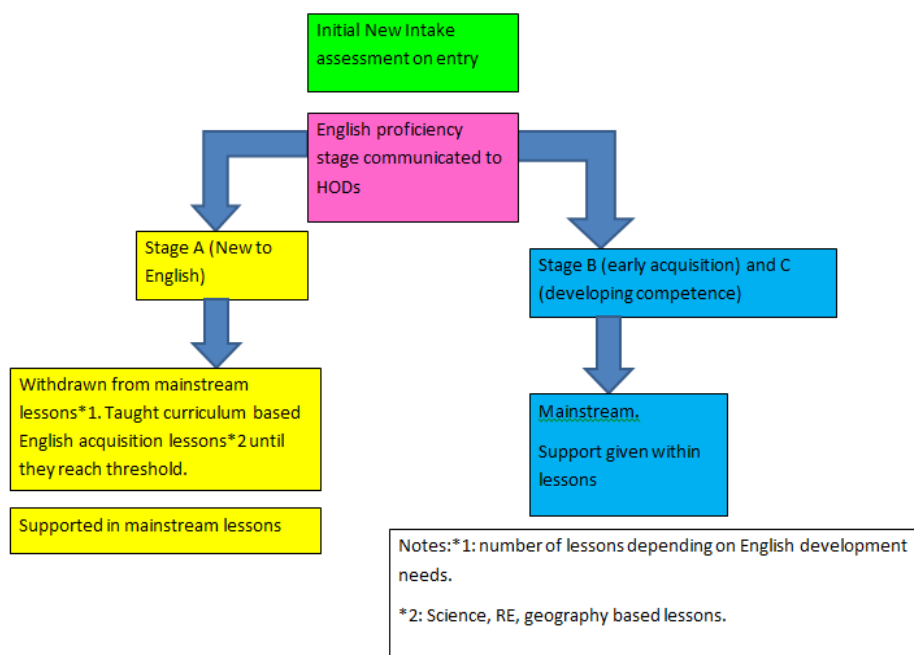
Inclusion-Sir John Cass's Foundation and Red Coat
English as an Additional Language (EAL) policy

SJC has a high percentage of ethnic minority pupils with as many as 23 different languages being spoken. Currently the biggest group is Bengali speaking. Our staff also reflects the multicultural multilingual nature of our society. We value the linguistic and cultural diversity this brings to our school and wider community, as we believe that it provides our school with opportunities for enriching experiences. • Children's religious and cultural beliefs and backgrounds are celebrated and valued through class and religious assemblies alongside the RE schemes of work.

Bilingual support

- We celebrate language diversity. We recognise the value of bilingualism. We ensure that pupils continue development in their first language as it supports the development of additional languages.
- We believe that English should be the medium of instruction in our school. However, we also promote the use of the first language, for mid-phase entries who are beginners in English, in the classroom not only to maintain identity but also to demonstrate the additional skills and knowledge held by the individual in order to increase self-esteem and cognitive development.
- We have a clear understanding that the use of the first language develops concepts and provides a base on which to build additional learning .
- We make positive effort to recruit staff from minority ethnic groups who speak the languages of the school community.
- We make best use of resources in pupils' first language, eg. bilingual books, dictionaries.
- We offer community languages as part of the modern languages curriculum (Bengali, French, Spanish, Turkish, Mandarin, Arabic, Urdu)
- All children in school benefit from exposure to other languages and cultures.
- We ensure that the displays around the school reflect language diversity and multiculturalism.
- We make use of bilingual translators at parents' evenings, academic review days and in meetings with parents.

Supporting pupils with English as an Additional Language



In view of the fact that 80% of the students at SJC are EAL and the majority are advanced learners of English, the needs of these students are met through whole school provision. The language development need of these students is addressed through the strategic development of literacy across the school, evidenced by lesson observations, learning walks and book scrutinies.

- Newly-arrived bilingual learners have a right of access to the National Curriculum, and provision for newly arrived EAL learners is integrated into all subject areas. Their language development is the responsibility of all staff.
- Access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- We provide equal access to the whole curriculum for all pupils by developing schemes of work that are responsive to the language needs and abilities of EAL pupils.
- We promote the use of partnership teaching between EAL and mainstream teachers that involves planning, delivery, evaluation and assessment leading to effective teaching and learning.

- We promote the use of teaching strategies that contribute to collaborative learning activities and which encourage effective peer interactions and stimulate talk, eg. pair-work, group- work.
- IN our SOW, we clearly identify language focus in the curriculum that extends literacy and aids language acquisition.
- We recognise the importance of planned talk and opportunities to facilitate oracy across all areas of the curriculum.
- We have a clear system for the deployment of EAL staff based on needs, such as within subject areas or targeted pupils (New intake who came to the UK in year 4 or after) as well as EAL students who are not working at the appropriate NC level.
- We provide induction programmes and access to newly arrived pupils who are working at English NC level 1.
- We use a range of assessment strategies both formative and summative to assess both prior and current learning and in order to examine future needs and contribute to the setting of targets, in line with the school assessment policy.

EAL pupils at risk of underachieving

- We collect and monitor attainment by gender and ethnicity and use attainment data to inform good practice.
- We have developed strategies to raise the performance of EAL students at risk of underachieving ,eg 1:1 tuition, target setting, revision classes, extension classes.

Assessment of Fluency in English

- EAL students are assessed using the Bell Foundation EAL assessment framework for school. Students are given a Proficiency in English stage (PIE) which is communicated to teachers and reviewed every year, using teachers' assessment across the curriculum.
- Progress in English fluency is viewed alongside progress across the curriculum.
- When mid-phase entry pupils join the school, their language and learning needs are promptly assessed. Initial assessment includes first language assessment when appropriate and possible. It is used to inform teachers and for targeting support. The SENCO and EAL team collaborate on assessing the needs of students joining the school. Appropriate support is swiftly arranged to ensure students are integrated into school life and make progress.
- A progress proforma, using the 5 point scale of reading, writing and listening/ speaking, is used for students who are new to English (stage A) in order to assess their progress in English acquisition .
- We are aware that pupils become fluent in social interactions quickly and that it takes up to 10 years to become fluent in the language needed for academic success.

Parental and Community involvement

- Parents are invited and welcome into the school community and encouraged to participate in the life of the school.
- The school endeavours to communicate important information to parents in the majority home languages, through translated letters or by specially set up meetings.
- We make effective use of Home school liaison for certain pupils or specific concerns.

EAL pupils with Special Educational Needs

- The EAL team liaise with the SENCO to ensure effective and strategic provision for individual pupils.
- We provide a school environment that is inclusive in its approach to pupils.
- If necessary, first language assessment is provided to assess the needs.

Monitoring and Review

This policy document will be monitored and evaluated by the Assistant Head teacher leading on EAL provision, in liaison with the Headteacher.

The policy was last reviewed externally by Nick Brown , EAL consultant in November 2015.