English as an Additional Language Policy

Definition of EAL

Students are defined as being EAL if they come from a language background whereby their first language was any other language than English.

Context of school

At Wood Green Academy we believe that all pupils have the right to acquire a fluent and flexible use of the English language. We believe that all EAL learners have the right to access the National Curriculum to their full potential. As a school we value the abilities and achievements of all our students. We are able to recognise the individual needs and requirements of our students in order to maximize their potential. We want our students to have complete access to language, academic and cultural capitol opportunities throughout their time at Wood Green Academy. Wood Green Academy values a community and family ethos so we want to ensure all of our students are part of the community we create within school.

Aims

The aim of this policy is to ensure we meet the full range of needs of those pupils who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976. The aim is to also reduce barriers to success in educational settings.

As a school we aim:

- To help integrate EAL pupils into school both socially and academically.

- To be able to assess the skills and needs of pupils with EAL and give appropriate provisions throughout the school.

- To give all EAL pupils the right to access the National Curriculum.

- To give students the opportunity to use English as a means of learning across the curriculum.

- To allow students the opportunity to increase cultural capitol.

- To break down barriers to education and social inclusion.

Identification, Assessment and Integration

At Wood Green Academy we aim to integrate all of our students from the first time we are introduced to them. In order to integrate of pupils we follow the following steps:

Prior to starting Wood Green Academy

The identification of students who are EAL from the primary sector is managed in the following ways:

- Information from our feeder primary schools is gathered regarding any EAL pupils they have.

- Once EAL students are known the designated person for EAL visits the schools in order to discuss the individual needs of the student(s) and find out what current differentiation and measures are being put in place.

- For those students identified the designated person for EAL will then start to produce a portfolio of information regarding each student that they are able to distribute to staff.

- The information gathered allows the EAL coordinator to organise their time in accordance to the pupils needs and requirements and run interventions and lessons that focus directly on EAL student progression and development.

- EAL students then can build a strong relationship with staff and students, particularly their EAL coordinator.

Strategies

A number of strategies are used with EAL students across the school, these include:

Assessments

EAL pupils are assessed by the EAL Coordinator using Flash Academies' proficiency test. EAL students are also tested using the BPVS, which gages pupils spelling, reading and understanding of English. These assessments allow the school to fully understand their needs.

Initial Testing

Students who are identified as EAL will complete a series of tests that focus on reading, writing, comprehension, understanding and spoken language. This allows every student to showcase their strengths and allows the EAL coordinator to understand where they may need intervention to improve.

Silent Period

Allow newly arrived pupils time to absorb English, this is known as their 'silent period'. Pupils benefit from a 'silent period' because it allows them to adjust to their new surrounding and learn English as they observe others speaking.

Buddy System

The student will be assigned a buddy who is able to show them where their lessons are and support them socially both of a break and lunch time. Ideally the buddy will be able to speak the same language as the EAL pupil.

Differentiated work

Where appropriate work for EAL students is differentiated to suit their individual needs and requirements. This could be by fragmenting a long written text to make it more accessible for the pupil. Images/pictures may also be used to ensure the pupil has a visual image to help them explain the text. iPads are used to aid pupils when they are in lessons to translate meanings of specific words.

Group Pupils

Group pupils together to ensure EAL pupils hear good models of English. This also benefits EAL students social language as well as academic language.

Dictionary

Where appropriate provide the pupil with a bilingual dictionary that allows them to read the word in their mother tongue and English.

Writing frames/scaffolds

The writing frames allow students to have support in structuring their written work.

Additional Support

The EAL Coordinator will support pupils 1-1 in lessons such as English, Math and Science in addition to teaching basic English 5 hours a fortnight. Pupils are also able to go there if they feel they are struggling with a specific subject and receive help in catching up with their work outside of lessons.

Talking Opportunities

Allow EAL students to have opportunities where they are able to contribute to lessons. This will help them engage in the lesson and build their confidence.

Record Keeping

Wood Green Academy strives in keeping up-to-date records of their pupils. It is the role of the designated person for EAL to collate the data collected related to EAL students. The information collected includes: •   Pupils name

- Form class
- Year group
- Mother tongue
- Number of years they have lived in the country (if applicable)

- Tracking reports data
- Access, Hodder and spelling test scores (if applicable)
- EAL referral slips
- Intervention groups

Intervention Lessons

Students in need of EAL intervention will be split through Key Stage 3 and Key Stage 4 where they will receive group intervention to improve their fluency and understanding of the English language but also their confidence in the use of the English language. The interventions also provide the opportunity for students to get to know each other and provide a foundation for social interactions and relationships to be built up.

Online Resources

EAL students have access to resources such as Flash Academy, Immersive reader and Teams Translation. Our students who are most in need of language support will also be granted a school laptop to use for translation purposes. Staff also use PowerPoint translator to allow subtitles to be shown live in a chosen language while they are teaching the lesson.

Cultural Capitol Opportunities

 EAL students across the Key Stages are offered trips to museums and other educational settings in order to increase their cultural capitol and level of comfort in the community.