EAL

Policy

April 2015

The Khalsa Academy Wolverhampton
English as A Second Language Policy (EAL)

Rationale

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. The Khalsa Academy Wolverhampton (TKAW) is aware that bilingualism is strength and that EAL students have a valuable contribution to make. A whole School approach is taken, including ethos, curriculum, and education against racism and promoting language awareness.
(Refer to School Equality Policy)

Aims of Policy

This policy aims to raise awareness of the School'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.

Context of County

- In Wolverhampton, 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.

- Many EAL students are isolated learners and may be the only speaker of their language in their class or School.

- Many students have attended School and are literate in their home language on arrival whereas some may have had no previous formal education.

- A few students may have experienced trauma and this will have an impact on their learning.

Context of School

At TKAW there are a high number of students who are learning English as an additional language.

Information is gathered about:

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

A member of staff is nominated to have responsibility for EAL.

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 an individual's identity. Therefore, the home languages of all students and staff should be recognized and valued. Students should be encouraged to maintain their home language and use it 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 can require continuing support for up to six 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 the first language aid the acquisition of additional languages.

- A clear distinction is made between EAL and Special Educational Needs.

Assessment

- All EAL students will be entitled to assessments as required.

- The English Language Service (ELS) may be requested to visit School. They will assess students and give support and guidance to staff.

- Staff will have regular liaison time to discuss student progress, needs and targets.

- Progress in the acquisition of English will be regularly assessed and monitored.

- Assessment methods will be checked for cultural bias and action will be taken to remove any that is identified.

- Consideration and sensitivity will be given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Targets for EAL students will be appropriate, challenging and reviewed on a regular basis.

- Planning for EAL students will incorporate both curriculum and EAL specific objectives.

- Staff will regularly observe, assess and record information about students' developing use of language.

- When planning the curriculum, staff will take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities will have clear learning objectives and will use appropriate materials and support to enable students to participate in lessons.

- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, will be identified.

- Enhanced opportunities will be provided for speaking and listening, including both process and presentational talk, and use will be made of drama techniques and role play. Students will have access to effective staff and peer models of spoken language.

- Additional visual support will be provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.

- Additional verbal support will be provided, eg repetition, modelling, peer support.

- Use will be made of collaborative activities that involve purposeful talk and encourage and support active participation.

- Where possible, learning progression will move from the concrete to the abstract.

- Discussion will be provided before, during and after reading and writing activities.

- Scaffolding will be provided for language and learning, eg talk frames, writing frames.

Materials

TKAW will provide appropriate materials such as dual language dictionaries and key word lists. Videos, ipads, I.C.T. and texts also give crucial support. The School also carries a range of language learner specific reading texts and materials accessible to students in the library. ESOL specific teaching materials and exams will be offered at KS4 which are used in 1:1 sessions.

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 will have equal access to the School's SEN provision.

- If EAL students are identified as Gifted and Talented, they will have equal access to the School's provision.

Parental/Community Involvement

Staff will 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.

- Recognizing and encouraging the use of first language.

- Helping parents/carers understand how they can support their children at home, especially by continuing the development of their first language.

- Arranging monitoring, assessment and progress meetings as necessary.

Related Policies
Equality Policy
Gifted and Talented Policy
Literacy Policy