

GREENSIDE FILM FACTORY

EAL Policy



September 2015

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The Local Governing Body of Greenside adopted this policy on 1st Sept '15

Greenside EAL Policy

Context

Greenside has a significant proportion of ethnic minority students with as many as 20 different languages currently spoken. At present, approximately 35% (September 2017) of our students have English as an additional language. Within this context, the curriculum is taught in English and all efforts are made to enable those students whose first language is not English, to embrace the curriculum to its full extent. English is the first language of Britain and a major language for international relations and communications. Hence Greenside endeavors to support students engaging with, and learning to communicate in English, both to facilitate learning the curriculum, and to prepare them for their future in the wider world.

A small minority of our students are the equivalent of Stage 1 Learners of English.

Ethos

Greenside provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its students. We believe that the curriculum should reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all.

Equality of access to the curriculum for all students, including those for whom English is an additional language, is ensured not only by direct language support from our Intervention Leader, Inclusion Leader, HLTAs, as well as a whole Greenside approach to Teaching and Learning that is committed to inclusion allowing all students to experience, understand and celebrate diversity.

This comprises of:

- A 'print rich' learning environment
- A varied range of teaching and learning strategies
- Multicultural and multilingual resources, displays,
- Whole Greenside celebrations that embrace a wide range of world cultural and religious events.

Being a speaker of more than one language should not be a disadvantage to educational achievement. Multilingualism is associated with success and Greenside recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Students who are learning English as an additional language have linguistic skills similar to or even better than those students of monolingual English-speaking backgrounds. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. Our inclusive approach to EAL education and our Teaching and Learning Policy encompass the most appropriate pedagogy for students' learning at Greenside.

Aims and Values

- To ensure that the language and learning needs of individual students are clearly identified and provided for.
- To enable students to gain full access to the curriculum and develop strategies to overcome any obstacles that might prevent students from achieving their full potential.
- To raise achievement of students who have English as an additional language through a clear system of targeting, tracking and monitoring individual progress.
- To work in partnership with parents/ carers and support learning at home, by encouraging attendance of assemblies and parents evenings and participation in workshops.

Implementation of Policy

- EAL Teachers, our Inclusion Leader or skilled support staff will carry out the initial assessment on newly arrived students using the 'Language Ladder' level descriptors.
- Half-termly assessment tasks in reading, writing and Maths record students' progress and identify areas for development. Individual targets (in reading, writing and maths) are given out each half term and shared with parents/ carers at our Open Day teacher, parent and student meetings. These targets are reviewed and renewed each term.
- Depending on the individual needs of students they will receive both curriculum support in class and EAL specific objectives in small groups as appropriate for language development and enrichment.
- For a newly arrived student with little or no English will receive extra support with the Inclusion Team in order to work through a bespoke induction programme.
- Our HLTAs and TAs work with target students through a combination of pre-tutoring to encourage familiarity with vocabulary and understanding, and in class support.
- They work closely with class teachers to discuss planning, resources and evaluate learning for next steps.

Classroom Practice

- Teachers have high expectations of all students regardless of ethnicity and wherever possible Learning Objectives must reflect this inclusivity (i.e. learning is based around the same curriculum area as the rest of the class).
- The demands of the curriculum are analysed and support provided appropriately.
- Access to meaning is provided by presenting and introducing topics with visual support for key concepts whenever possible. (Videos, pictures, objects)
- Practise and development in language skills is encouraged through collaborative activities that involve talk.
- New students are paired up with a buddy in the classroom and at playtime, different students could be placed with the child during different times of the day to avoid the buddy losing interest.
- Students are grouped strategically for different activities (e.g. supportive writers in each group, mixed/like ability and same home language).
- Displays and resources in the classroom and around the site reflect linguistic and cultural diversity.
- Teachers keep parents/ carers regularly informed about student's progress both informally at the end of the day and during parents' open day. Parents/ carers are invited to share achievements through certificates and rewards during assembly.
- Students are frequently pre-tutored in curriculum objectives by the EAL team in order to ensure inclusion in every lesson.

EAL and SEN

Greenside recognises both the importance of and the difficulties involved, in the early recognition of SEN in EAL students.

Students arriving without English

Students are initially given a 2 week period to settle into Greenside routines before EAL assessment takes place. However if there is a concern regarding progress after that period, provision of support will be decided upon through consultation with the class teacher and Inclusion Team on an individual basis. All new EAL students will be placed on an Intervention Plan to ensure they are able to access intensive support to meet individual needs. This should be set up within a week of arrival.

Specialist support will be 'bought in' if we are unable to meet the needs of any student(s).
Provision of support will be jointly reviewed through Intervention Plan reviews and Data Capture.