

# One Degree Academy

## EAL POLICY

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## 1. Introduction

1.1 At One Degree Academy we believe that there should be no excuses or barriers to learning. Our students come from a wide diversity of backgrounds, including many who are new to or recently arrived in the UK. It is important to use that these students are supported in the academy. The richness of cultures adds to our academy's ethos and contributes to everyone's learning. In line with our value of Teamwork, we believe we are stronger together.

1.2 We reject the notion of a fixed mindset and ability, rather we embrace an approach that develops talent in every individual, and sees the opportunity for growth in all areas. This 'growth mindset' values hard work and purposeful practice above notions of inherent aptitude. This philosophy is totally aligned to our views on dismantling barriers to learning, whatever they may be.

1.3 students learn best when they feel safe and supported, and part of the academy community: we therefore ensure that transition into the academy is as smooth as possible for all families, and that students are then given the support they require in order to fully access the curriculum. Our aim is to promote rapid language acquisition and include all students with EAL in all aspects of academy life as quickly as possible.

## 2. Statutory framework and other guidance

2.1 This policy complies with the guidance contained within

- Equality Act 2010
- Education Act 2011
- Improving the quality of teaching and leadership 2013
- DFE Guidance: Developing Quality Provision: Effective Practice in Schools - English as an Additional Language 2011

## 3. Links to other policies and practice

3.1 The EAL Policy should be read in conjunction with the following areas of the academy policy:

- Equal Opportunities Policy
- Teaching and Learning Policy
- Assessment, Data and Tracking Policy

- SEN Policy
- Transition Policy

### 4. Principles

4.1 The following framework underpins the approach to EAL at One Degree Academy:

- Inclusion: all students should feel included in all aspects of the curriculum and wider provision offer at One Degree Academy
- Immersion: learners of EAL make the best progress within a whole-school context where students are educated with their peers in English.
- Social context: students new to the academy (and indeed country) require pastoral care in order to gain in confidence and social skills in order to flourish in their learning
- Families: working with families to ensure transition into the School community will benefit students as well as their parents and carers
- Personalised provision: the offer needs to be based on a meaningful assessment of students' prior knowledge and experience as well as language skills.
- Bilingualism confers intellectual advantages: once children have developed cognitive and academic language, they can transfer much of this learning to additional languages. Children benefit enormously if they are given opportunities to continue to develop their first language alongside English.

### 5. Roles and responsibilities for EAL Policy

All teachers and ATs

- Act as a role model in use of language at all times
- Plan and deliver lessons to meet the needs of all EAL learners (see Appendix)

SLT member responsible for EAL

- Coordinate all support for students with EAL in and out of class
- Organise the regular assessment of EAL students and to manage the EAL register ensure MIS system is accurate and up-to-date
- Deliver staff training and share EAL information and data across the academy
- Keep in good contact with parents and external agencies where needed.

SLT responsible for assessment

- Analyse progress and attainment data each half term, including that of EAL students
- Work with relevant staff to ensure provision matches needs for all students.

### 6. Implementation

#### Assessing needs

6.1 Early identification of needs is essential to ensure students have a positive start to their time at One Degree Academy. Hence families are asked about English language development during the student induction process. Feedback from nurseries and students' previous schools will also be consulted.

6.2 Up-to-date assessment is imperative to ensuring the right provision is in place for every child. At One Degree Academy we re-assess EAL learners' progress every half-term, according to the assessment calendar. We expect very rapid language acquisition, and where this does not occur it may highlight more complex needs or SEN. In these cases, further assessment diagnostics may take place (e.g. SEN), so that the right offer of support can be proposed.

#### Teaching and Learning

6.3 Teachers and ATs are critical in delivering the correct provision for students with EAL. They must ensure they know the EAL stage of each student in their class (included in the class learner profile), and deliver lessons that meet their individual needs. Guidance and training on specific strategies to use in the classroom are found on the shared drive, and will form part of the CPD training schedule for all teaching teams.

6.4 One key feature of rapid language acquisition is hearing, seeing and reading excellent models of the English language. As such, we have very high standards for all staff to act as role models in their spoken and written language at all times. For example, all staff should:

- Speak clearly.
- Speak at a slow enough pace that your words are defined.
- Use frequent stops when speaking to a low stage student so that they can think about what you are saying as you are speaking.
- Don't use sayings or slang without explaining what it means.
- Define technical terminology.
- Highlight and define key words and encourage students to practice using them in context.

- Provide pictorial as well as written instructions for main tasks.

6.5 students with EAL may excel in communicating in their mother tongue, before they do so in English. This should be recognised and celebrated according to the rewards system.

### Intervention and support

6.6 When students' needs have been accurately identified through assessment, an appropriate intervention offer will be put in place. This could include: 1-1 sessions, group reading sessions, different reading books, differentiated tasks or support time with the teacher or AT.

6.7 It is important that students are using English throughout the day in order to accelerate their acquisition of language. However, it is also important that students feel supported and able to talk in their mother tongue, particularly when they find it difficult to articulate in English. As such, there will be particular clubs and activities in which use of mother tongues are encouraged.

### Working with families

6.8 Over the course of the year, we will offer a range of activities including: workshops on supporting children to read, oracy as well as social coffee mornings, family learning and other community events.

### Celebrating Cultural Diversity

6.9 There are a number of ways in which we celebrate our cultural diversity in the academy community, including: displays around the academy, key events, trips and visits, the One Degree Academy Pledge and in assemblies.