

THE SYDNEY RUSSELL SCHOOL



EAL Policy (2019-2020)



Diversity and Inclusion

Ethnic Minority Achievement (EMA)

Sydney Russell School is a multicultural and multi-ethnic mixed- all through school going all the way from Reception to sixth form. The aim of the School is to create an environment that accurately reflects the diverse nature of its community. The School intends to create this environment through the constant monitoring of all aspects of its work. The role of the EMA Department is to assist in this aim.

Every pupil who enters The Sydney Russell School is entitled to receive an outstanding education regardless of their background. This means developing every student's academic development in order to reach their full potential. English as an Additional Language (EAL) students are no exception to this rule.

At The Sydney Russell School, we understand and value that EAL students have rich, educational expertise and experience that can help the school as a whole, beyond just the curriculum. As a school, we therefore value the skills, experience and culture that students bring to the school and we value our diversity. Student's heritages are therefore seen as useful tools for the school and the wider community. Our Inclusion Team endeavours to ensure that neither impediment to literacy and language acquisition, nor ethnic minority, refugee, asylum seeker or traveller status are barriers to attainment.

In accordance with the new statutory framework (2019), EAL student's progress will be examined over a period of time to ensure they have the ability to engage in lessons and fundamentally access the curriculum. It is therefore a priority to examine the 3 I's (intent, implementation and impact) to ensure what our pupils learn whilst they are here, set them up for the best start in life.

It is also of importance that our EAL students feel a sense of belonging within the school.

The aim of this policy is to ensure staff, parents and pupils are aware of the current procedures that are in place for students who identify as EAL.

Parental Involvement

The School recognises that all parents must be able to communicate with the School. Linguistic and cultural barriers must be removed. The School should take into consideration these barriers when communicating with parents and organising events for the benefit of themselves and their children. The School encourages parents from minority ethnic backgrounds to participate in the educational life of their children and recognises them as a valuable resource for raising standards of achievement, behaviour and attendance.

Definition:

EAL students are defined as: "students whose first language is not English".

First language has been defined by the Department for Education as: "The language to which the child is initially exposed to during early development and continues to be exposed in the home or in the community", this includes those who are born in the UK and speak English fluently.

Terminology:

EAL = English as an Additional Language.

EM = Ethnic Minority.

Bilingual Pupils – pupils with EAL, including more advanced learners.

EMA= Ethnic Minority Achievement.

Fundamental underpinning principles of EAL support:

- Bilingualism is an asset to be valued, with first language having a continuing role in both identity and learning English.
- In order to close achievement gaps, EAL learners need cognitive challenge and effective linguistic and contextual support.
- English is best learnt via an inclusive curriculum where language and learning skills develop together.

Roles and Responsibilities:

The EAL Coordinator

The EAL Coordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL
- in collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting with teachers to review the linguistic progress of EAL children learning and establish next steps in learning
- In collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- attending EMA Coordinator network meetings and training as appropriate.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners.

Senior Leadership Team: with the EAL Co-ordinator:

With the EAL co-ordinator the Senior Leadership Team will:

- Ensure that the achievement data for EAL/Ethnic Minority Pupils is collected and analysed to inform both EMA and school-based provision.
- Identify EAL/EMA priorities for development and ensure its inclusion in the School Development Plan, Performance Management Targets and CPD, where appropriate.
- Ensure that the EAL policy is updated and shared with all who work in school.

Objectives remain the same at all level:-

- **Speaking and listening:** To be able to speak with confidence, listen carefully and understand what is said.
- **Reading:** To be able to read a variety of texts with general accuracy and understand the content.
- **Writing:** To be able to write to communicate meaning and use appropriate vocabulary.
- **GCSE:** To be able to sit a national exam with confidence.

Support

Ethnic Minority students receive support for both 'language acquisition' and 'literacy enhancement'. Support will also be given in cases where cultural difference or life experience have impaired learning. Students meet in a welcoming environment in the security of a small group situation.

Type of support

- (i) withdrawal-small groups (intense language/literacy emphasis)
- (ii) support in the classroom (language/subject orientated)
- (iii) reading support (target students)
- (iv) homework support (voluntary/subject based)
- (v) 1:1 support

Monitoring and recording:

In order to effectively monitor each new EAL student, a pupil profile is created and put into a staff SharePoint area. The information on these profiles include a breakdown of their educational needs that are a barrier to their learning and strategies personalised to the individual student that will help them reach their academic and social abilities. These profiles are kept electronically and staff are able to access them in order to see what they can do to support the pupil in their lesson.

A folder is also kept by the EAL coordinator which contains the formal and informal assessments for each pupil as well as what support is offered to the students. These folders are updated on a regular basis to ensure students are receiving high quality education to ensure they overcome any barriers.

These folders also contain individual targets, strengths and weaknesses as here at SRS, we view students as individuals.

EAL classification codes:

Student's level of English can range between beginners to fluent speakers who are at the same level as their peers whose first language is English. Therefore, in order to correctly assess students, their ability and to ensure they receive the correct level of support, new arrivals are assessed using the Bell Framework Assessment. This assessment categories our student's according to their level of English language acquisition.



5 EAL codes and characteristics:

A- This is for students who are new to English

The pupil may:

- Use their first language for communicating and for learning
- Stay silent throughout the whole lesson, especially during oral responses
- Only repeat a few words and phrases in English
- Be able to understand basic everyday expressions.

Students with this EAL code require the most in class support and tailored/ structured resources

B- The student has early English language acquisition

The pupil may:

- Be able to understand and communicate basic and everyday language
- Use basic spoken English to communicate
- Understand simple instructions using verbal and visual prompts
- Have developed reading and writing skills in English
- Be familiar with and use basic subject terminology

Students with this EAL code will still need continued support in lessons.

C- The students English language skills are developing

The pupil may:

- Participate in in class activities with an increase in independence
- Express their needs and wants in English
- They may still need support with the grammatical structure of English language
- Follow abstract concepts and write with more complexity
- Need continued support with literacy (reading and comprehending a text)

Students with this EAL code will need ongoing support to access the curriculum fully

D- The student has a competent level in English

The pupil may:

- Have a more developed oral ability to communicate
- Engage in more activities in all subjects across the curriculum
- Writing showing a lack of complexity and structural errors
- Need support to fully understand and comprehend abstract terminology

A student with this EAL code will need occasional EAL support to access the complex curriculum texts

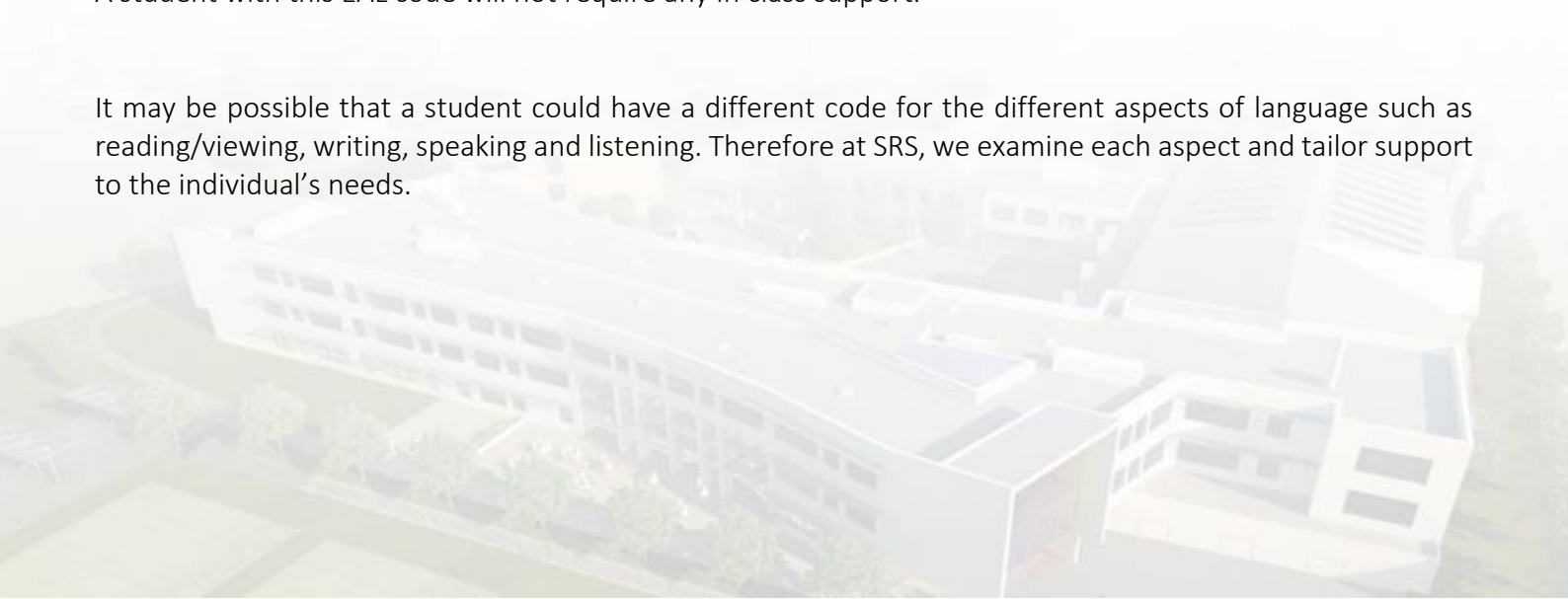
E- The student is fluent in English.

The pupil may:

- Access the curriculum fully
- Have the same level of competence with pupils of a same age who's first language is English

A student with this EAL code will not require any in class support.

It may be possible that a student could have a different code for the different aspects of language such as reading/viewing, writing, speaking and listening. Therefore at SRS, we examine each aspect and tailor support to the individual's needs.



Classification and assessment:

Here at The Sydney Russell School, we use observational assessments and sampling of students work to determine the initial EAL code associated with a pupil. In order to do this, we take into consideration the pupil's: listening, writing, reading and speaking skills both in English and their first language.

These codes therefore are used to determine whether a student requires in class support to access the curriculum fully or whether they need to be withdrawn from classes to have one to one language acquisition. At SRS, we tend to favour in class support, where appropriate as this ensures the students are accessing the curriculum but with tailored and structured support.

It is therefore the individual class teacher's responsibility to ensure they have read the pupil profiles for the students in their class and have tailored their lessons to make them inclusive.

The initial codes are given once the student has started the school and are reviewed according to their ability. If students EAL code is between A & C, codes are reviewed twice a year whereas D codes are reviewed once an academic year. E codes are not reviewed as the student is deemed fluent in all aspects of English language and are at the same level as their peers. Formal assessments are also used to compare whether students are able to engage in the lessons. These assessments determine whether more support is needed in specific lessons to ensure the student is able to engage with the curriculum as a whole. We do however, take into consideration the age of the pupil, how long they have been in the country for, their educational experience and their language ability in their first language. Raw data is therefore not taken at face value.

Strategies:

Here at SRS we tailor strategies to the individual student to ensure they are receiving the best support for their level and needs. However, some common strategies we use to support our EAL students include:

- The use of bilingual dictionaries- this helps bridge the gap between English and the student's first language.
- Individual pupil profiles with individual strategies.
- Sitting students at the front of the class facing forwards so they can pick up on non-verbal communication techniques.
- Support provided: in-class, interventions, and withdrawals – this is reviewed at the end of every term.
- New vocabulary strategies such as word maps, filling in the blanks etc.
- Pre-teaching tasks that allow the students to learn a new concept in both English and their first language.
- Positive reinforcement and confidence building.
- Differentiated work which is tailored to the student's level but still allows them to access the same learning outcomes as their peers.
- Individual language plans are created for students. These break down the needs of the students and areas that we aim to develop over the course of the term.

Teaching and learning:

To ensure we are meeting the needs of our students, we complete EAL code assessments when they first arrive at our school. This ensures they are put in the correct band and they are receiving the correct support from day one. We also:

- Encourage our students to show their knowledge and understanding in both English and their first language

- Monitor our students progress and reflect on practice to ensure they are receiving quality first teaching
- Are engaged in classroom activities and discussions regardless of their ability. We use scaffold questions and longer thinking, processing and responding time to ensure everyone can participate.
- Champion reader
- Speech and language strategies e.g. ICW, Blanks,
- Use of Non-verbal communication tools to place emphasis on key information/instructions/ to help understanding.

Recognition of First Language

The school recognises and values the use of the first language of students with EAL. The EMA Department actively promotes the use of first language(s) when and where appropriate. The Department also encourages students to pursue courses in their first language at all levels including GCSE and A Level.

Policy into Practice

Key policy actions	Already in place	Currently in progress
We keep a school register of pupils with EAL which is regularly updated.	√	
We know all the languages spoken in each class and in the school		√
We encourage the use of first language in the classroom to understand tasks and consolidate learning	√	
We monitor the level of achievement of all pupils with EAL individually and share this with EMA staff		√
We monitor the level of achievement of all pupils with EAL as a discrete group and share this with EMA staff	√	
We group EAL pupils with supportive peers who are good language models.	√	
The EAL Coordinator & school staff liaise regularly to ensure effective curriculum support	√	
We have identified our own EAL training needs to build capacity within school	√	
Translated letters in key languages	√	

