



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Ratified by:	
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Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	RHI	New Policy
2.0	Jan 2024	CLU	To reflect evolution and growth of the school

Leicester is a diverse and vibrant city with many world languages represented in its population. Brook Mead Academy is proud to serve a community in such a diverse city and as such, has over forty languages represented within its school cohort.

Our aim is to equip every pupil with the knowledge, skills and attributes necessary for their next best step and futures. We seek to:

- Champion the diversity of languages in the school and celebrate the advantages of speaking more than one language;
- Support the integration of all pupils within the mainstream classroom (support and mentoring provided by our Learning Support Assistants);
- Provide support for teachers which enables pupils to access mainstream teaching and learning (resources, strategies, scaffolding etc);
- Provide extra-curricular support to improve the use of English within the context of the curriculum (development of academic language, intervention sessions after school, work at home, parental links);
- Mentor and monitor new arrivals;
- Ensure pupils meet the expectations of the full curriculum and participate fully in all tasks set.

Fundamental to this is an absolute commitment to providing a learning environment where pupils with English as an additional language (EAL) make exceptional progress and fulfil their potential.

As an inclusive school we provide an education which:

- Is characterised by high expectations of every pupil, including those with EAL;
- Is broad and balanced with full access to the National Curriculum;
- Provides careful assessment and close monitoring of each individual pupil's progress and outcomes;
- recognises and celebrates achievement in all its forms;
- enables every pupil to become a full, independent and positive member of the community.

DEFINITION OF ENGLISH AS AN ADDITIONAL LANGUAGE

English as an additional language refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects.

EAL pupils will be at different stages of language acquisition, from complete beginner to advanced bilingual. However, those at the same stage are highly likely to have different backgrounds and needs. Their experience of schooling overseas may be different. Some pupils may have had little or no formal education and may not be literate in any language. Some pupils may have developed knowledge and concepts in subjects such as science and maths through another language. The conceptual thinking of EAL pupils may be in advance of their ability to speak English.

Some EAL learners may have learning difficulties. However, simply because a pupil has a home language which is different from the language in which he/she is taught or he/she is a new arrival in the UK, with support, they can access the riches of our carefully curated and sequenced curriculum.

MONITORING THE PROGRESS AND ATTAINMENT OF EAL PUPILS

We believe it is very important that all pupils are taught in mainstream lessons following the full curriculum, working alongside their peers in all subjects, whatever their level of English proficiency.

When pupils come directly from overseas, they are interviewed and assessed by a dedicated EAL Learning Support Assistant and their level of English proficiency, abilities and needs are shared with their teachers, in order for them to be supported as effectively as possible. This may take the form of targeted intervention outside of lessons, support in lessons and/or after-school intervention classes to improve their English. This gives pupils every opportunity to develop their English skills and become integrated into the school as quickly and as fully as possible.

At Brook Mead Academy we assess and closely monitor the progress and attainment of every pupil. Assessment is largely performance-based and provides accurate and reliable information to inform teaching and to support effective progress in learning for all pupils, including those with EAL. Progress is tracked using the coding system which categorises pupils into five different groups (shown below):

- A - New to English/Beginner
- B - Early acquisition
- C - Developing confidence
- D - Competent
- E – Fluent

At each stage, pupils are supported to improve their rate of acquisition of English until they reach fluency in English, including in the use of formal academic language appropriate to their age.

We assess any pupils who are at the earliest stages of learning English to establish their proficiency and literacy in their first language and to establish their prior knowledge and experience in other subjects.

Staff monitor the language development of beginner EAL pupils. This includes observing pupils (both in and out of the classroom), conducting diagnostic assessments, and consulting with members of the Inclusion team. All pupils with English as an additional language are included on the school's EAL register as being advanced, developing or beginner learners. This register is circulated to all staff at the start of the year and redistributed as it is updated.

The identification and assessment of the SEND of pupils whose first language is not English is given particular care. The pupil's performance in a range of subjects is considered to establish whether the difficulties being encountered arise due to English not being a first language or from the pupil having SEND.

SUPPORTING THE LANGUAGE DEVELOPMENT OF EAL PUPILS

EAL pupils 'learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models', Ofsted EAL briefing paper, 2012.

At Brook Mead Academy, EAL pupils are given access to a broad and balanced curriculum and learn alongside their peers. All teachers are teachers of literacy and are responsible for supporting all pupils to develop their language skills, including EAL learners.

Any withdrawal of EAL learners from the mainstream classroom is for a specific purpose, time limited and linked to the work of the mainstream classroom. In such instances the Teaching Assistant and the subject teacher liaise to plan the withdrawal lesson(s) and to review the progress of EAL pupil concerned. Additional targeted support, such as individual or small group literacy work or independent learning support, is provided outside of lesson time, either before or after school hours, as and when required. The purpose of any such targeted interventions is to help EAL pupils apply their learning in mainstream lessons.

At Brook Mead Academy EAL pupils are supported in their learning by:

- a tailored induction programme for new arrivals including a buddy system and highly structured individual/group interventions, where applicable;
- high quality whole class, inclusive teaching;
- an appropriate level of cognitive challenge in lessons, with appropriate language scaffolding;
- visual support to help them access the curriculum, including dual language texts, bilingual dictionaries and pictorial prompts, where appropriate;

- careful consideration of grouping i.e. a new arrival is not automatically placed in the lowest attaining set;
- a rich programme of extra-curricular activities.

RESPONSIBILITIES OF SUBJECT TEACHERS

Subject teachers have a responsibility to ensure that they:

- plan collaboratively with the Teaching Assistant, focusing on language and subject content in lesson planning;
- provide targeted support to learners of EAL. Such support involves pre-teaching to enable pupils to access the lesson content, as well as support during the lesson and follow-up consolidation;
- provide individual support, either before or during the lesson, on occasions when specific difficulties and misconceptions arise;
- use a range of strategies to develop and consolidate pupils' skills in speaking and listening, reading and writing;
- modify or design specific resources to scaffold and support the learning or curriculum access needs of pupils with EAL;
- closely monitor progress of EAL pupils;
- ensure that more advanced learners have continuing support to meet their varying needs as they develop competence in English;
- ensure that the cognitive challenge for EAL pupils remains high.

RESPONSIBILITIES OF TEACHING ASSISTANTS

Teaching Assistants have a responsibility to ensure that:

- subject teachers are aware of the range of needs of the EAL learners in their classes;
- they plan collaboratively with subject teachers, focusing on language and subject content in lesson planning;
- targeted support is provided to EAL learners. Such support includes individual and small group literacy work and independent learning support;
- individual support, either before or during the lesson, on occasions when specific difficulties and misconceptions arise is provided;
- subject content materials are adapted to make them accessible for new arrival EAL learners;
- specific resources are available to scaffold and support the learning or curriculum access needs of pupils with EAL;
- they monitor the progress of EAL pupils and report their progress to subject teachers;
- more advanced learners have continuing support to meet their varying needs as they develop competence in English.

TRAINING

The school is committed to offering staff training that enables them to feel confident and skilled when dealing with the diverse needs of the pupils they are supporting, teaching and working with. A programme of training on issues related to EAL will be scheduled each year.