



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life

Policy No.: 38

Policy: EAL

Review Date: June 2017

Policy Name: EAL

Nominated Lead Member of Staff: EAL Co-Ordinator

Review Cycle: 2 Years

Authorisation: Headteacher

Review Date: June 2017

EAL Policy Matthew Moss High School

Rationale

Research shows that pupils learning English as an additional language acquire language most effectively when they are engaged in learning, and not when the focus is on English. For this reason, and in order to allow pupils to make progress across the curriculum, there is minimal or no withdrawal from lessons for learners at Matthew Moss High School. In order to make progress pupils require supported access to the curriculum which will also enable them to acquire fluency in subject/curriculum-related English. Students with EAL, even minimal English, receive a full timetable across the curriculum. Joint planning between subject-specialists and the EAL coordinator is therefore essential for the implementation of EAL strategies in all lessons. Staff are made aware of the language needs of each pupil with EAL and the importance of using accessible language and differentiating materials. As pupils gain social English the support is maintained as research by Jim Cummins (University of California) indicates that pupils with EAL will become fluent in social English in around two years but will only become fluent in academic English after around five to seven years. This means that the implementation of strategies for developing the academic abilities of advanced bilingual learners is essential in order to narrow the gap in achievement.

Aims and Objectives

- To identify learners of EAL, assess their needs and give appropriate support as they gain both social and academic English, recognising that it takes further years to assume academic proficiency in the language.
- To support the language needs of learners of EAL and to ensure that they reach their full academic potential.
- To ensure that all learners of EAL have full access to the curriculum.
- To give students access to strong English language peer models and collaborative tasks in enabling them to acquire social/functional English.
- To use strategies to reinforce academic/curriculum-related language learning e.g. additional verbal support, repetition, visual support, non verbal gestures, pictures and active learning strategies.
- To recognise and address the gap between learners' competence in conversational English and their subject-specific needs.
- To make clear distinctions between EAL and SEN, ensuring that bilingual students are not disproportionately placed in low ability or SEN groups, and that learners of EAL are grouped according to their overall ability and not their English language ability.

Provision for Learners of EAL

Specialist EAL work is class-based, support teachers working collaboratively with class/subject teachers, with joint planning and review. Frequent opportunities are provided for pupils to take part in collaborative work with strong language peer models. Pupils are assessed on and given credit for developing the use of English across the curriculum. Special attention is given to developing the literacy skills of pupils with EAL beyond their initial social integration into the school, recognising the ongoing needs of advanced bilingual learners. Learners of EAL are monitored by the Learning Support Department, who will also seek to ensure that the language teaching role is adopted by the whole school community. Rather than an IEP or learning passport pupils may be assigned an EAP (English Acquisition Plan) which focuses on the learners' language needs, states targets and what action teachers might take to help the learner meet those targets. These targets are to be measureable and attainable in the short-term. Learners are encouraged to participate in the classroom and support teachers/teaching assistants will help them to formulate their own questions and contributions to the lesson. Some additional support is provided in the form of one-to-one lessons for learners of EAL with an EAL specialist teacher outside of normal lessons times. In these lessons the teacher will reinforce learning from different areas of the curriculum, rather than explicit teaching of the English language.

Key Stage Four bilingual students can take a GCSE community language and a European one wherever possible, though we cannot commit to providing language tuition for all community languages. We value languages other than English and provide bilingual books, L1 written materials for wall displays and acknowledge learners' interpreting/translating skills.

New Arrivals

Newly arrived pupils with English as an additional language often have a silent period in which they listen to the language and begin to absorb it. Having a full timetable allows them to observe the interactions in a classroom environment where they can recognise similarities with their own educational experiences and become more familiar with the expectations of the classroom at Matthew Moss. In class they are paired with a "buddy", if possible a pupil who speaks their first language, but who can also offer a good model of English. New arrivals are assisted by pupils from the H2H team who will be made aware of strategies they can use to encourage the new pupil to integrate, as well as an understanding of what to expect and how to interact with the new pupil. New learners of EAL are assessed for levels of literacy and Oracy both in English and their own language, where possible. A welcome pack, preferably in the parents/carers' own language is given out, and assistance in the admissions process can be provided if required, including translator/interpreter services. The progress made by the learner is monitored closely and reviewed with the parents/carers after the first six weeks. The focuses for this review are: the pupils' progress in language acquisition, any

academic progress they have made, how well they have settled and the targets in their EAP.

Associated Policies:

Behaviour and Relationships

Sex and Relationships Education

Special Educational Needs

Child Protection

Combatting and Preventing Extremism

Literacy

Pupil Premium

Numeracy

Home Learning

Pastoral