

John Spendluffe Technology College



# EAL Policy

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## Rationale

An English as an Additional Language (EAL) student refers to learners whose first language is not English.

- DfE-00052-2020

This policy sets out John Spendluffe Technology College's aims, objectives and strategies with regard to identifying individual student needs, recognising the skills they bring to the school and ensuring equality of access to the curriculum. John Spendluffe Technology College intend to take a holistic school approach to achieve this objective. This comprises of a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural diversities.

## Aims

- All students will have full and equal access to the curriculum allowing for equal opportunity of educational outcomes.
- Assessments will be utilised to determine the curriculum and target language for improvement.
- There will be close liaison between the EAL Co-ordinator and the parents of EAL students to encourage and enable parental support in improving student attainment.
- There will be close liaison between the EAL Co-ordinator and the teaching staff to ensure that the needs of the EAL students are met. This may include adopting a differentiated approach to teaching to enable every individual to achieve language competency.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to JSTC.

## Roles and Responsibilities

### ***EAL Co-ordinator***

- To plan, lead and monitor the delivery of English language by teaching and non-teaching staff to support students with English as an additional language to develop their understanding of the language.
- Assess individual student needs and plan, deliver and evaluate an appropriate curriculum for them including schemes of work and deployment of resources.
- Develop and maintain contact with parents to meet the needs of EAL students in order to ensure that educational achievement and personal development are maximised.
- Monitor EAL student progress.
- Liaise with teaching staff regarding EAL students.
- Liaise with the pastoral care team regarding EAL students.
- Provide advice on classroom strategies, inclusive curriculum materials and differentiation of resources to support and include EAL students.

## **Teachers**

- To alert the EAL Coordinator of any EAL concerns in their specific class.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives.
- Use collaborative learning techniques and provide work that is appropriate and differentiated for individual student ability.
- Encourage students to transfer their knowledge, skills and understanding of one language to another.
- Provide a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.

## Procedures for Newly Arrived EAL students

In order to prepare fully for the induction of a new English as an Additional Language (EAL) student, it is vital to gain as much information as possible about the students background and experience of learning before they enter the College. This will often mean a slight delay in the Students enrolment date, but will provide an opportunity for sufficient provision to be made for the Students learning and pastoral needs. If the student and parents/guardians are bilingual and/or the student has come from a British school this process will be much quicker as much of the information on the students history will be readily available. In this case initial meetings with The Head and EAL co-ordinator will be arranged as quickly as possible and information on the student distributed to teachers immediately. If the family or student is new to the Country and does not speak English fluently, the initial meeting will be delayed while an Interpreter is employed. The initial meeting will consequently be of a longer duration as extra information will be required from the parents/guardians as well as the student themselves. At this point, a continuous form of contact will be established between Home and College, either through an interpreter or translated letters. Teaching staff will be made aware of this arrangement to avoid any embarrassment or confusion. After this initial meeting, the College will be able to prepare sufficiently for the students enrolment using the information provided. All teaching staff will be informed of the students arrival and can refer to the EAL policy for guidance or arrange a meeting with The EAL Coordinator.

Additionally when an EAL student joins John Spendliffe Technology College, they will be placed with a 'buddy' who will be a sociable and capable student from the same year group. This student will be a volunteer and will have had training with the EAL co-ordinator to undertake the role. The idea is that the College offers the EAL student a good role model for speaking English as well as someone who is willing to make a new friend and be encouraging and non-judgemental. This should make this initial time easier on the new student as well as teachers, for it is likely that the EAL Student will feel they can talk to their 'buddy' long before they can talk to the teacher. The 'buddy' can consequently act as a communicator.

### Liaison with Parents/ Careers

As with all students, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school (Ofsted-100044-2011). Effective communications is the key for parents of EAL students. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Providing interpreters when and where they are needed, particularly in parents evenings and parents meetings with teachers and support staff.
- Reading through letters (where appropriate) with students before they are taken home.
- Provision of translations of school documents in community languages, where appropriate.
- Encouraging parental attendance at parents evenings and participation in other school functions.

### Beginner EAL learners

On average, it takes 2 years to develop social language skills in English, but 5-7 years to develop proficiency in formal, written English (Child Development, Volume 88, 3, 2017).

Students who are new to English will be integrated into mainstream subjects from the moment they join John Spendluffe Technology College. This strategy enables them to:

- Develop oral fluency quickly
- Immediately feel part of the school
- Develop language in context
- Experience their full curriculum entitlement

It usually takes 5 years for EAL students to reach a level of English equivalent to their peers. After this point, many EAL learners may exceed the learning rate of their peers, due to their general ability as well as the fact that they are used to working so hard to maintain steady progress. Many ethnic cultures value education highly and want to succeed. At the beginning, speaking and listening usually improves rapidly, while reading and writing comes later. Often the second year is the hardest for the EAL student as they have had the high intensity first year, where all their energy has been focused on learning to communicate, and then the second year becomes much harder as they focus in on reading and writing.

### Additional Needs

Just like any other new student, an EAL student may have Special Educational Needs. Consequently, teachers will be informed about this after the students initial meeting/enrolment to the school. If this is the case, teachers will need to discuss with the EAL Co-ordinator how to prepare work for the student, as well as understand that tasks may need to be assessed differently because of the fact that they are working with an EAL learner.

EAL Students should not be classed as students with Special Education Needs or be given cognitively undemanding tasks simply because they are not yet fluent in English. They simply initially require different ways of expressing what they have learned.

Students will be seen by the EAL-Co-ordinator once a term to check on progress and give targets. Support sessions may also be given by the EAL Co-ordinator to aid the acquisition of English and Literacy, in addition to ensuring all academic class and homework is fully understood.

### Anti-Racist Education

John Spendluffe Technology College already has a friendly, inclusive environment and a very positive situation for those students with special needs. However, being a predominantly 'white' college, we need to constantly educate and equip students with anti-racist attitudes and enable them to consider their part in a multi-cultural society by:

- Using the correct terminology as staff when referring to ethnic minorities/cultures (see attached).
- Using Tutor times to engage students in 'circle-time' topics/worksheets, concerning racial issues.
- Expose students to other cultures through subjects/discussions/trips wherever possible.
- Celebrate the cultures of our existing EAL students by asking them to actively take part in raising awareness of other cultures/faiths.
- Having displays up in classrooms/around the College to help new EAL students settle in.

If a racial incident occurs, members of staff with knowledge of it are now obligated to fill in a 'Racial Incident Report Form', which will be kept in a folder in the main office at all times. If you feel a student has been targeted in any way because of their race, this is classed as a racial incident and needs to be logged immediately (file in the office).

Kelly LeGate EAL co-ordinator 8/10/2021

## **POLICY DOCUMENTS**

The following policy document was presented to the Governing Body of John Spendluffe Technology College and approved and adopted by them on the date stated.

Policy:

Signed as approved on behalf of the Governing Body

A handwritten signature in black ink, appearing to be 'S Curtis', written in a cursive style.

Mr S Curtis, Headteacher

Date: 8 November 2021