

De La Salle College



English as an Additional Language Policy

Compiled by: The Head Master	Date: July 2014
Policy Holder: Nina Jones	Revision date: July 2018

Legal Status:

- In line with the requirements of the States of Jersey and the Race Relations Act 1976 (UK)

Applies to:

- This policy applies to De La Salle College including all staff (teaching and non-teaching), Board of Governors and volunteers working in the school

To be read with:

- SEN Policy
- Teaching and Learning Policies
- The Curriculum Policy

Availability

This Policy is made available to parents, staff and students in the following ways: via Reception from where a request for a copy of the Policy may be obtained. The EAL Policy document is also available via the college website.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The policy holder in conjunction with the policy compliance officer will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

English as an Additional Language (EAL) Policy

“Good practice for bilingual learners is good practice for all learners” Jean Conteh

With an average of 10% of the school population in England being bilingual learners, we need to ensure these learners are being catered for in our school environment. Here at De La Salle College, we want to move beyond the model of language support to actively promoting the languages of our students.

Introduction

The school aims to ensure that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

In common with the rest of the curriculum, where a student is learning English as an additional language, this is individually planned for, taking into account the particular needs of the student and working with the family to plan how best to facilitate the student's integration into an English speaking setting. If for example, a student at our school was most comfortable with say another language our strategy in understanding how best to enable the student to use English would include observing the student communicating in their mother tongue. As a result of this, key English words would be sent to the parents, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the student might be trying to say. It would also assist in preventing the student becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the student to transfer the word into English.

Our experience is that this individually tailored approach has been shown to be highly successful. We offer parents the option to receive any policies, procedures, newsletters etc that they would receive in English, translated into other languages. In our school the teaching and learning, achievements, attitudes and well-being of all our students are important. We encourage all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.

We have students who have English as their native language and who use another language. We will also have students whose native tongue is not English but they use it as their language of instruction. We will refer to both categories of students as Bilingual Learners as they live in two or more languages. Bilingual students are those who have ‘access to more than one language in normal and natural ways in their daily lives.’

In the classroom, we will aim for Additive Bilingualism rather than Transitional Bilingualism which can restrict student leaning. We will aim that through their lessons in French and knowledge of other languages extends their constantly expanding language repertoire promoting their use of English and mother tongue. Languages are not separate and isolated units and bilingual learners show a greater level of awareness as well as greater cognitive

capacity for language as a system. Bilingual students often demonstrate higher levels of self confidence as they function in different cultures and social groups.

If a student is bilingual French, their languages will be extended in line with their native abilities as part of differentiation in their Modern Language Classroom.

The backgrounds of students at De La Salle College, mean that the needs of its EAL students are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrase in speaking, writing and grammar.

Assessment for learning

- We carry out ongoing recording of attainment and progress in line with agreed school procedures.
- The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for students who are learning English as an additional language.

Aims and objectives

- The National Curriculum secures entitlement for all students to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.
- The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of the Race Relations Act.

We aim to raise the attainment of minority ethnic students by:

- assessing students' English ability and giving students with EAL access to the curriculum as quickly as possible;
- providing students with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class and withdrawal support to these students;
- developing an understanding of and valuing students' home languages;
- using visual and auditory resources;
- liaising with SEN colleagues in identifying students who may additionally have SEN.

Identification and Assessment

Parents/Guardians are asked to inform school of any language needs their child may have on entry to school via the admissions form. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. This can be done using a variety of data, including:

- teacher assessment;
- individual student targets and
- attendance and behaviour monitoring.

All should be aware that EAL students will frequently understand what is being said, well

before they have confidence enough to speak themselves.

Teaching and learning style

In our school, teachers take action to help students who are learning English as an additional language by various means developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing in class support for individuals and small groups;
- developing appropriate resources;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- encouraging students to transfer their knowledge, skills and understanding of one language to another;
- providing advice and training for staff members;
- building on student's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences;
- appropriate modelling of language;
- opportunities to communicate confidently in the new language;
- motivation through meaningful activities;
- self-confidence through praise and
- stimulating and enjoyable learning situations.

Home-school links

are in place to:

- welcome parents/guardians into school;
- communicate with and involve parents in their students' learning and
- promote a multi-cultural understanding in school.

The school is aware of obstacles to communication that may arise for some students and families with EAL and knows where to seek advice and support to overcome these.

Professional development

Staff would be provided with opportunities for additional training on EAL when needed, to extend their knowledge and understanding and enhance their skills. This would contribute to the development of good practice and the raising of achievement within the school.

Use of ICT

ICT is a central resource for learning in all areas at De La Salle College and is used when relevant for meeting the needs of EAL students.

Effective EAL support

The support available in the department will take following form:

Key Stage 4/5

Students with an appropriate level of English will continue in mainstream English lessons leading to GCSE English and English literature.

Curriculum Access

- At De La Salle college teaching and learning, achievements, attitudes and well-being of all our students are of paramount importance. Some of our students may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- All students in our school follow the curricular requirements of the National Curriculum. Students with English as an additional language do not produce separate work.
- We support individual students or small groups of students and, at times, teaching the whole class. Sometimes they work with groups of students, of whom only one or two may be EAL students.
- We plan opportunities for students to develop their English, and we provide support to help them take part in activities. These include:
 - building on students' experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
 - providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults;
 - providing school information in the language of the parent/guardian's choice, if requested;