



EAL POLICY

Date of Last Review: September 2016

Date of Next Review: September 2019

Responsibility:

Advisory Body Signature:



Aims:

- To settle new arrivals into the life of The Ravensbourne School and equip them to meet the demands of the mainstream classroom.
- To develop the language skills of all bilingual students, including new arrivals and advanced bilinguals.
- To model good practice in delivering strategies which develop language and literacy across the curriculum.

Identification:

Information regarding EAL students is passed on through the transition process. EAL students can be any of the following:

- New arrival in the UK (in UK for less than 3 years).
- Advanced bilingual (born in UK and/or have had a full primary education in UK).
- Arrived as an unaccompanied minor, looked after child (LAC) in UK.
- Parents are economic migrants.
- Arrived from a war zone.
- Joining extended family in UK.
- Part of an established ethnic minority group.
- Literate/not literate in heritage language.
- Speaks no English.
- Speaks some English.
- No formal education.
- Disrupted education due to volatile circumstances in home country.
- Used to a formal education, good writing skills but limited speaking skills (e.g. Chinese/Thai).

Assessment – New Arrivals

The EAL Co-ordinator attends admissions meetings for EAL new arrivals to collect information about the student's background and language needs. Information about previous schooling, including school reports from their home country, is vital in determining the correct ability groups.

When the student arrives they are assigned a buddy (ideally one who speaks the same language) who shows them around and helps them settle in. This can be from a tutor group or class.

The student is assessed by the EAL Co-ordinator in reading, writing, speaking and listening for their proficiency in English as well as their own language.

Provision

A whole school approach is adopted regarding the EAL policy and practice. Identified EAL students are fully integrated into mainstream classes and the SENCO oversees the levels of provision and support for students where necessary. EAL students curriculum and are integrated into all aspects of school life.

All teachers, are teachers of EAL and work in collaboration with the SENCO. All staff have access to strategies to help best support EAL students.

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by subject teachers through a differentiated curriculum.
- In class support with a teaching assistant, curriculum support staff or mentor.
- Specific intervention based on assessment of individual need.

Monitoring Progress

It is important that EAL students make the same levels of progress as their peers.

Progress:

- Narrows the attainment gap between the student and their peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline.
- Equals or improves the student's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help, social or personal skills.
- Shows improvements in the student's behaviour.
- Leads to further education, training and/or employment.

Where teachers decide that an EAL student's progress is unsatisfactory, they will consult with the SENCO to consider and review the approaches adopted, strategies used and methods that might be developed and evaluate requirement for further support.

APPENDIX

What strategies can be used to ensure that EAL students are included and are learning?

- Use visuals (diagrams, picture, symbols) and props.
- Provide KEY WORDS for the lesson.
- Type the title and aim of the lesson.
- Use writing frames and sentence leaders for writing activities.
- Follow a “Think, Speak, Write” structure N.B. Oral Rehearsal → Write
- Differentiate questioning – open/closed.
- Provide a speaking frame for discussion work.
- Allow opportunities to discuss in first language where possible (with a buddy or support staff).
- Check EAL student has understood instructions.
- Differentiate homework tasks and/or provide opportunities for the students to get extra help.
- Draw on the cultural and religious backgrounds of students.
- Plan with EAL staff when possible.

Classroom strategies for beginners in English

- Careful planning to ensure access to the curriculum for students new to English.
- Collaborative assessment of and planning for students between teacher and teaching assistant.
- Student provided with meaningful tasks to complete.
- A buddy to assist with subject content and English development.
- Key vocabulary for tasks and new topics identified and taught.
- Keywords translated into first language.
- Test papers translated into L1 to assess subject knowledge rather than English skills.
- Students paired for peer and self-assessment with English and first language peers.
- Opportunities to rehearse language orally before writing.
- Focused questioning strategies.
- Providing oral and written models.
- Bilingual dictionaries provided.
- Active learning strategies used.
- Visual prompts and graphic organisers.
- Practical activities.
- Demonstrations.