

Supporting Students with English as an Additional Language

Policy and Procedures

Aim

The aim of this policy is to provide a broad and balanced curriculum for children with English as Additional language at The Charter School North Dulwich, ensuring they are in a safe, supportive learning environment, where their culture and beliefs are valued and celebrated.

Principles

The Charter School North Dulwich believes in the development of the whole child and that every pupil should have the opportunity to develop and achieve their full potential. Pupils with English as Additional Language will have varying degrees of difficulty in accessing the curriculum and therefore will require extra support to achieve it. Research has shown that those new to English will acquire conversational fluency in two years but will need a minimum of five years to achieve competence in academic English.

School Context:

There is a small number of pupils new to English in contrast to the high number of bilingual pupils. There are over 50 different languages spoken amongst the students, including French, German, Italian, Portuguese and Turkish as the main ones.

Objectives

- To be able to assess the skills and needs of the EAL pupils and provide for their needs.
- To monitor the progress of the pupils and use the data to inform further intervention/support.
- To equip teachers and learning support assistants with strategies, skills, and resources to be able to effectively support pupils in the acquisition of language and subject knowledge
- To promote maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their mother tongue

Teaching and Learning:

- Additional diagnostic and formative EAL assessment to identify teaching targets and prioritise pupils' needs
- Provision for English language to identified pupils (withdrawal and in class support as appropriate)
- Assistance with differentiated curricular related resources for EAL pupils
- Appropriate grouping for EAL pupils to ensure they are exposed to good level of English in class
- Assistance with homework to pupils
- Distribution of relevant information on newly arrived pupils; liaison with subject leaders to create pupils' timetables
- Participating in the induction and assessment of the New Year 7 bilingual pupils
- On going maintenance of records and database on all bilingual pupils in the school, leading to the update of the EAL register (stages 1-3)
- Monitoring achievement and progression of supported pupils
- Facilitating communication between home and school
- Providing support, where needed, with work experience
- Supporting pupils with KS4 option choices
- Identifying, encouraging, and assisting bilingual pupils to take GCSE/A Level in community language exams
- Work in liaison with SEN staff to differentiate between pupils with EAL needs and SEN
- Supporting EAL pupils in internal and external exams

Stages of English Language Development

Step 1

- Can repeat simple words and phrases.
- Can express some basic needs using single words or expressions.
- Can respond to smiles and gestures.
- Can follow simple instructions.
- Can identify some letters of the alphabet by shapes/sounds
- Understand the direction of print in English (left to right)
- Can copy or write familiar words
- Can learn through listening and watching.
- Is beginning to distinguish between upper- and lower-case letters.
- Is beginning to name familiar objects/single words

Step 2

- Can follow simple conversational English
- Tells a basic story/account maybe from pictures
- Can ask simple questions
- Can listen with some understanding to a simple account/description/story on tape.
- Can read back own dictated sentences.

- Can read familiar words and phrases from different curriculum areas
- Begins to associate sounds with letters in English
- Can copy and label diagrams and maps, lists, vocabulary etc.

Level 1 Threshold

- Can initiate behaviour (ensure pairing with good and able models).
- Can use home language to support learning.
- Can access visually presented work.
- Conveys meaning through talk and gesture.
- Speaks about matters of interest to a range of listeners.
- Can read a range of familiar words.
- Produces recognizable letters and words in texts conveying meaning.
- Can understand simple instructions.
- Can communicate orally on a one to one basis with a sympathetic listener.
- Can read simple texts with visual support.

Level 1 Secure

- Can follow basic conversation in familiar context.
- Is beginning to read for pleasure.
- Can write simple phrases and sentences with vocabulary support and models.
- Makes use of full stops and capital letters.
- Uses phrases and longer statements conveying ideas, though grammatical patterns may be irregular, and grasp of English sounds may not be secure.
- Can read a timetable.

Level 2

- Can convey meaning and communicate orally with increasing confidence.
- Can ask for help and express opinion on familiar topics.
- Can read an increasing variety of texts with understanding and comprehensible pronunciation.
- Can write simple texts, probably using phonetic spelling and simple narrative. Word order likely to be confused.
- Can recount events at some length.
- Use simple adverbs accurately, e.g. quickly.
- Beginning to show awareness of the need for more formal vocabulary in some situations.
- Can read simple texts with understanding/accuracy.

Level 3

- Can listen carefully and speak meaningfully in different contexts.
- Can use aspects of Standard English vocabulary and grammar.
- Can read independently and extract information.
- Can write at some length in most contexts.
- Can use increasingly varied and interesting vocabulary.
- Can predict/hypothesis within a subject context e.g. Science

- Reads a range of texts fluently and accurately.
- Writing is often organized, imaginative and clear.
- Spelling of common words is usually accurate.
- Full stops, capital letters and question marks are used accurately.

Level 4 (Fluent)

- Can use Standard English effectively and in a variety of contexts.

Support: Lunchtime and/or after school support is offered as required.

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Updated: November 2019

Next Review: November 2022