



Atam Academy

English as an Additional Language Policy

Document Control	
Date Approved	November 2023
Date for Review	November 2024
Authorised By	LAB
Published Location	School Website
Document Owner	Principal

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Introduction

Atam Academy is a non-selective Sikh faith school, based in Romford. Majority of the students are born and raised within our local areas. However, there is a select group of students at Atam who have arrived into the country from abroad and have settled into the school's neighbouring areas. Atam Academy seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and learners to succeed; both academically, socially and emotionally.

We strive to provide high standards of learning, teaching and pastoral care, recognising each individual's abilities and encouraging them to develop to their **full** potential. Everyone is valued highly and the Sikh Values are followed throughout our academies.

We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of a structured timetabled day. To broaden our learners' knowledge, extended curriculum, targeted intervention strategies, plus a wide variety of extra-curricular activities and educational visits are provided. All learners need to feel safe, accepted and valued in order to learn. For Students who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is a strength and that EAL learners have a valuable contribution to make. We take a whole trust approach, including ethos, curriculum, and education against racism and promoting language awareness seriously.

This policy aims to raise awareness of the trust's obligations and to support the planning, organisation, teaching and assessment procedures. To meet the needs of learners who have English as an Additional Language (EAL) the use of resources and strategies are implemented to raise the learner's achievement.

Defining EAL

An EAL student is a learner whose first language is not English. This encompasses learners who are fully bilingual and all those at different stages of learning English. EAL learners may be:

- Newly arrived from a foreign country and academy;
- Newly arrived from a foreign country but an English speaking academy;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born **in** the UK, but **in** a family where the main language is not English.

EAL learners will need varying levels of provision across the various subjects. There is often a marked difference in the learners' maths ability and their literacy in the target language.

TKAT Context

Atam Academy is likely to have EAL beginner learners, especially some from Punjabi and Italian backgrounds and culture. Some learners joining from abroad may have only been in the country for up to three years. These learners go through an initial silent period as they get to grips with their new environment. It is these new arrivals that are the most vulnerable in terms of learning English. New Arrival

learners are well supported with many bilingual staff. The learners with other languages benefit from a well-structured approach and specialist language intervention sessions each week. We have a small number of Italian and Romanian speaking learners who require extra tuition for English which is currently provided by a specialist EAL teachers, supported up by a Teaching Assistants.

The majority of bilingual learners in Atam, are fluent in English and regard English as their first language. Whilst being fluent or semi fluent in another family language, it is important to be aware that EAL needs may 'surface' as more competent learners progress in their education. It is also the case that many will have no language support needs during their time at the academy. In such cases EAL provision is still relevant however, in terms of supporting and celebrating these learners' abilities, as outlined

Links to the Proficiency Scales:

For the purpose of planning appropriate provision and communication between staff. EAL learners' competence in English can be categorised as described below:

Level 1/A: silent period / beginner learner

Level 2/B: basic interpersonal communication skills (BICS)

Level 3/C: socially competent and starting to communicate more efficiently in an academic setting

Level 4/D: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5/E: cognitive academic language proficiency (CALP) - level of English no barrier to achievement.

This assessment is linked to the Bell Foundation EAL Assessment Criteria and also the Government Proficiency scales.

Exam Access Arrangements

In line with the JCQ, **Atam** follows the criteria **for** Access Arrangements for all learners and learners who have arrived in the last 3 years and who may be sitting exams. Further guidance can be found on the JCQ website.

Roles and Responsibilities

o The responsibility for the implementation of this policy and provision rests with the Principal, SENDCO and EAL lead.

o It is important to note that every member of staff in the academy are responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the learners.

- o The welfare of learners will be paramount.

Related Policies

This policy is part of a suite of policies which should also be referred to:

Child Protection and Safeguarding Policy

Child Protection and safeguarding

Whistleblowing policy

Prevent Policy

Complaints Policy

Equal Opportunities Policy

Health and Safety Policy

Special Needs Policy

TKAT Access Arrangements policy

Accessibility Policy

Key Principles of Additional Language Acquisition

- o EAL learners are entitled to the full Academy Curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.
- o Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- o Language is central to our identity. Therefore, the home languages of all learners and staff should be recognised and valued.
- o Although many learners acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- o Language develops best when used in purposeful contexts across the curriculum.

- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of other languages.

Educational Needs Assessments

- All EAL learners are entitled to assessments as required.
- Additional specialist support may be required to visit the academies within the trust. They will assess and monitor learners, give support and guidance to staff and direct support to prioritised learners.
- Staff have regular coaching time to discuss learner's progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that are identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL learners and learners incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about learners' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified. •
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Learners have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture and facial expressions.
- Additional verbal support is provided, e.g repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.

Special Educational Needs

- Most EAL learners needing additional support do not have SEND.
- Should SEND be identified, EAL learners have equal access to the
- academy's SEND provision.

Parental and community involvement

- Staff strive to encourage parental and community involvement by:
- Providing a welcoming induction process for newly arrived learners and their families/carers.

- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of learners while establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL learners in the wider community.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language

