UTC READING

English as an Additional Language (EAL) Policy 2013/14

Introduction

All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. As a UTC, we are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We take a whole approach, including ethos, curriculum, education against racism and promoting language awareness.

Aims

- This policy aims to raise awareness of UTC Reading's (UTC) obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language and to raise pupil achievement.
- Many EAL students are isolated learners and may be the only speaker of their language in their class or within UTC.
- Many students have attended school and are literate in their home Language on arrival whereas some may have had no previous formal Education.
- A few of our students may have experienced trauma and this will have an impact on their learning.

Information is gathered about:

- Students linguistic background and competence in other language/s
- Students previous educational experience
- Students family and biographical background

A member of staff is nominated to have responsibility for EAL.

Key Principles of additional language acquisition

- EAL students are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, they must be made explicit.
- Language is central to our identity. Therefore, the home languages of all students and employees should be recognised and valued. Students should be encouraged to maintain their home language and use in the environment of UTC wherever possible.
- Although many students 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.
- 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 the uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment

All EAL students are entitled to assessments as required.

- Employees have regular liaison time to discuss pupil 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 is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

Targets for EAL students are appropriate, challenging and reviewed on a regular basis.

Planning for EAL students incorporates both curriculum and EAL specific objectives.

- Employees regularly observe, assess and record information about students developing use of language.
- When planning the curriculum, employees 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 students to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language and 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. Students have access to effective employees and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling and 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, e.g. talk frames and writing frames.

Materials

The UTC provides appropriate materials such as e-books, dictionaries and key word lists. Videos, maps and I.C.T. are crucial to give support.

Special Educational Needs and Gifted and Talented Students

- Most EAL students needing additional support do not have SEN.
- Should SEN be identified, EAL students have equal access to UTC's SEN provision.
- If EAL students are identified as Gifted and Talented, they have equal Access to UTC's provision.

Parental/Community Involvement

Employees strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students 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 students. Establishing contact with the wider community where possible.
- Celebrating and acknowledging the achievements of EAL students within the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home especially by continuing the development of their first language.

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of UTC's EAL Procedures

Date created: April 2013

Date agreed: 16th April 2013

Date of Review: 31st August 2014