

Jewellery Quarter Academy



**JEWELLERY
QUARTER**
ACADEMY

Staff EAL Policy

2023/2024

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Appendices

Introduction

The purpose of this policy is to outline the school's approach to identifying and meeting the needs of pupils who are classified as having English as an additional language and to help ensure that Jewellery Quarter Academy meets the full range of needs of those children who are learning English as an additional language through our CORE values – Collaboration, Opportunity, Respect and Excellence. This is in line with the requirements of the Equality Act 2010. The EAL team uses the Flash Academy EAL Secondary Proficiency Assessment for both assessment and ongoing evaluation of students' progress.

Rationale

Evans et al (2016) recommended that schools develop “a school-wide language policy in relation to the use of different languages in the school, and...[develop] appropriate approaches to the use of home languages in the school and classroom.”

In England, the curriculum is almost entirely delivered and assessed through the medium of English language. Therefore, language development must form a key component of a school's curriculum, so that all pupils can both access the curriculum and successfully demonstrate what they have learnt. Successful learning should therefore translate into every pupil's ability to articulate their knowledge and understanding appropriately, and the curriculum must take account of this fundamental need. This is particularly important for EAL pupils, as they are developing their competency in English and are therefore less likely to perform to their full potential.

In addition, JQA is a refugee school and we aim to support those who have experienced extreme trauma and in most cases sought asylum to England for a better way of life.

Therefore, as JQA desires to provide effective and sufficiently rapid language development for EAL pupils, the school must establish an EAL department that will ensure any EAL learners falling behind or linguistically disadvantaged pupils at risk of achieving below the national average, get the support and learning development they need.

We also aim to support students socially and emotionally through any past trauma they may have been subjected to in their home countries.

Aims and Objectives:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To ensure our EAL students understand and uphold our four CORE values – Collaboration, Opportunity, Respect and Excellence.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.
- To ensure we are able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Definition

In defining EAL we have adopted the following definition: 'An EAL student is a student whose first language is not English. It does not refer to the stage of English these students may be on. Many EAL students speak English on a par to native speakers. The title of EAL encompasses students who are fully bilingual and all those at different stages of learning English.' EAL students may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school
or
- Born in the UK, but in a family where the main language is not English.

EAL Program

At JQA we strive to identify a student's needs at the earliest opportunity, recognising the skills they bring to the school and ensuring equality of access to the whole curriculum. This help is a mixture of academic and pastoral and extends to all areas of school life, as these students are learning not only a second language but also how to adapt and thrive in a new culture.

Entrance Assessment

All new applicants who have indicated a language other than English being spoken at home, or that English is a second language on their application or if their principal language of communication is not English, should expect to be assessed by our Teaching Assistants or SENCO on entry, in order to determine their level of English proficiency (Appendix A – See proficiency codes).

The online assessment consists of 4 separate tests to check listening, speaking, reading and writing. In every case that an EAL student is identified by the admissions department, this must then be communicated to the SEND/EAL Department.

In line with our normal admission procedures, the SEND/EAL department will collect and record the following additional information, which will be incorporated into individual EAL plans:

- Country of origin
- Date of arrival in the U.K.
- Pupil's first language
- Other languages spoken at home by pupil
- Pupil's level of literacy in other languages
- Links with pupils already in school
- Pupil's educational background

A register of EAL pupils (identifying stages) is maintained and monitored centrally by the SENCO.

Parents are asked to declare after acceptance and before entry whether their son/daughter has EAL needs or has a language other than English as their first language. Students who are later identified as needing support or whom it is felt would potentially benefit from it can be referred to the SEND/EAL Department (see: referral procedure).

Ongoing Monitoring and Progress Tracking

As well as the initial assessment, all EAL learners coded A-C in Key Stages 3 to 4, will complete a summative assessment at the end of each term. At this point, a decision is

made as to whether the student's EAL provision should be reduced, increased, or discontinued. Progress tracking for pupils takes place on a termly basis and is updated according to exams taken, or any informally monitored progress done during the term by the SENDCO & SEND/EAL team.

Any EAL student coded A-C at JQA is entitled to some additional intervention lessons of EAL each week. The number of lessons will be based on their band level and academic needs. Further to this, extra lessons can be arranged with the agreement of parents/carers in accordance with the level of need and staff availability.

EAL interventions will focus on specific needs of students in relation to the four language learning skills of speaking, listening, reading, and writing and will also include development of vocabulary and grammar.

Referral Procedure

- For any new concerns please download a copy of the EAL referral form in EAL Teams group and email to any member of the SEND team.
- Following assessment, the SEND Team will discuss whether the student's level is due to language-related difficulties or if other factors such as SEN or behaviour and attitude are also having an effect.
- Based on this discussion (and assessments), the student would be either offered EAL support and/or SEN support. If the student is identified as SEND, they will also be added to the SEND register.
- Parents will be informed of the provision to be offered by the SEND Department.

Exit Procedure

Once a pupil has reached the expected exit level a discussion is held between the SEND team and HOD's to confirm that the pupil is adequately accessing the curriculum.

The pupil is then no longer scheduled for EAL intervention but will remain in the system as an EAL student and can still benefit from support if needed. Parents/carers will be notified.

Provision

While falling under the category of 'learning support, EAL functions separately to SEND. Our EAL provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of adaptive teaching, support for those responsible for teaching these pupils, and supplementary provision outside of the classroom.

Once an EAL student has been assessed and placed into an appropriate learning group, he or she is then placed into a bespoke EAL intervention group that is designed to target the area or areas in which the student needs to improve.

EAL provision is tailored to meet the needs of individual pupils and is focused on a mixture of targeted withdrawal support and in-class support. The emphasis for students starting the school with low levels of English is to provide them with survival language so that they can integrate and socialise successfully throughout the school day. As their English improves the emphasis moves to helping students learn low frequency subject specific vocabulary, improving grammatical accuracy and being able to write successfully in different styles and genres.

Types of Provision

Core Hello

- A small number of EAL students with a proficiency code of A will be referred to Core Hello at Arena Academy. CORE Hello is a CORE Education Trust provision to provide students with EAL to participate in targeted language intervention, to ensure students develop and acquire English language skills required to fully participate in mainstream lessons and prepare them for Key Stage 4.
- CORE Hello will be based at Arena Academy.. Students who attend CORE Hello will be based at this site for up to 12 weeks and will attend lessons that will encompass a range of subjects, teaching students survival and academic language. Students will have opportunities to engage in extra-curricular activities on and off the school site. JQA will work closely with CORE Hello staff to ensure a safe transition to CORE Hello and their return to JQA after they graduate.
- All students selected will attend CORE Hello fulltime and receive 5 hours of teaching per day. Students will be taught in a class of no more than 20 students and may also engage in bespoke intervention in smaller groups. Students will have the opportunity to study the academic language across a

broad curriculum of subjects and will also take part in PE onsite. Students will attend form time and receive pastoral care. Students will have the opportunity to develop key life skills and explore life outside of the Academy.

JQA targeted interventions

- All students with a proficiency code of A-C will receive daily interventions delivered by our team of Teaching Assistants. Students with a proficiency code of D will receive a weekly intervention.
- These interventions will include: Flash Academy, speech and language intervention, phonics, reading, literacy, numeracy and social stories. In addition, we will ensure students develop basic life skills needed in every day situations such as teaching them the value of money / telling the time etc.

Resources

- All EAL students, where needed, will have access to a bilingual dictionary or a translator.
- EAL students will have access to a computer if needed to support with writing.
- Reader pens could also be considered to support in class.
- All EAL students with a proficiency code A/B will receive a survival language pack prepared by the TAs and a visual timetable.

There are also a number of useful strategies for class teachers to use when teaching EAL students – see **Appendix B**

Roles & Responsibilities

Role of EAL Lead

The EAL lead develops and leads the delivery of EAL provision at Jewellery Quarter Academy and works closely with the admissions department to assess applications from EAL students.

The EAL Lead also works with the SEND Team to identify any pupils who may require additional support and provide an appropriate program for individual EAL pupils.

The EAL lead monitors and reviews progress data and reports back to the Local Governing Body.

The EAL lead will also provide whole school CPD for staff and guidance when required.

Curriculum Responsibilities

- Provide a curriculum that targets the development of language skills and preparation for language examinations.
- Provide quality reports to parents about students' progress. Reports should include appropriate target setting.
- Monitor EAL provision within the school and provide alternative pathways to GCSE's for EAL students, if required.
- Responsible for ensuring that comprehensive data on EAL students is collected, maintained, and updated in SIMS.

Pastoral Responsibilities

- Monitor the behaviour and attendance of EAL students.
- Ensure EAL students have the opportunity to develop socially and emotionally.
- To provide well-being support.
- To provide support with FSM / uniform issues / travel issues.

Role of Class Teachers

- To provide HQFT for all EAL students and have high expectations of all learners.
- Class teachers are responsible for the teaching and progress of EAL students within their lessons not the EAL Lead.

- Teachers however will be supported with strategies to support English language development and must inform the SEND / EAL department if additional support is needed.
- Teachers will review tasks and pupils' progress using the Graduated Approach, with the Teaching Assistants and monitor these arrangements at regular intervals (each term at a minimum).

Role of Teaching Assistants

- To deliver interventions outside of the classroom.
- To ensure interventions are monitored and regularly reviewed every half term via Provision Mapping.
- To create EAL Learner Support Plans for Teaching Staff if required.
- To offer support and guidance to class teachers if required.
- To support with access arrangements.
- To arrange for resources to be provided to students if needed such as dictionaries etc.
- To take part in CPD as directed.

EAL & SEND






EAL students are not always students with SEND and Jewellery Quarter Academy recognises that most EAL pupils needing support with their English do not have SEND needs, but 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. If a pupil does not make sufficient progress with targeted intervention, then it is possible that the pupil's difficulties are not solely due to language and may have Special Educational Needs (SEND).


If a teacher believes a student has SEND, they will discuss the issue with the SEND department, providing evidence that they have followed the Graduated Approach. If the SENDCO agrees with the class teachers, then the pupil will be deemed to require additional support rather than or in addition to EAL support. There may be instances where a pupil has both EAL and SEN issues. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in the SEND Policy.

Parents/carers will be advised of the decision reached.






Appendix A – Proficiency Codings

Note: band descriptors may not be acquired in the order listed here.






| Band | Band Descriptors |
|---|--|
|  | <ul style="list-style-type: none"> • Has minimal or no literacy in English • May be literate in home language • Awareness of left-to-right reading • May be beginning to develop recognition of some words, letters and symbols • Starting to develop early reading skills, e.g. CVC words • Able to match pictures with taught words • Can read familiar words out loud • Starting to understand short, familiar texts |
|  | <ul style="list-style-type: none"> • Recognises high frequency words or decodes unfamiliar words • Can read simple sentences or a short text • Can say main points or answer what/who questions on a text • Understands basic punctuation and reads using cues from punctuation • Understands explicit messages from a text • Understands pronoun use in texts • Joins in with reading familiar texts aloud in class • Beginning to navigate curriculum content |
|  | <ul style="list-style-type: none"> • Can select relevant information to answer questions • Can answer how/why questions • Can make some inferences from a text • Can identify key features of text types • Able to decipher unfamiliar words from context • Able to read short texts aloud with improving intonation • Able to track meaning across sentences and passages • Can understand fictional texts but may struggle with humour or implied meaning • Can follow curriculum-related texts and find relevant information in curriculum materials • Able to understand a wider range of grammar, such as different tenses, question forms, verb structures and prefixes and suffixes |
|  | <ul style="list-style-type: none"> • Can compare opinions on a text • Able to distinguish fact and opinion • Can identify text purpose • Can predict text content • Understands a wider range of curriculum vocabulary • Employs a range of reading strategies like scanning, and adjusts speed and focus depending on purpose • Can interpret meaning beyond literal • Understands certain idioms and literary devices • Can read curriculum content without rehearsal • Can show awareness of a range of modals, conditionals, figurative speech and the passive voice |
|  | <ul style="list-style-type: none"> • Reads, understands and interprets a range of fiction and non-fiction, age appropriate texts equal to a native speaker peer • Able to analyse a range of curriculum texts • Draws conclusions and recognise complex cohesive markers across a text • Understands abstract language • Handles book-length texts |

 Listening

Note: band descriptors may not be acquired in the order listed here.

| Band | Band Descriptors |
|---|--|
|  A | <ul style="list-style-type: none"> • Can understand home language • Makes eye contact • Responds to name or simple greeting • May show understanding through actions rather than words • Understands single words in familiar contexts • Can repeat words • Watches or joins in key activities • Some growing awareness of grammar • Beginning to follow short sequences of instructions delivered slowly |
|  B | <ul style="list-style-type: none"> • Can understand everyday concrete expressions • Answers simple factual questions with visual support • Follows everyday social communication and willing to start conversations with others • Follows simple instructions with clear context • May ask for extra time or clarification • Beginning to engage with abstract content that can't be easily illustrated • Has a growing vocabulary • Able to listen for longer periods in class • Beginning to interpret intonation |
|  C | <ul style="list-style-type: none"> • Follows sets of oral instructions • Can differentiate between present, past and future tense • Follows gist of teacher talk • Acquiring subject-specific vocabulary • Understands gist of unfamiliar English in familiar situations • Understanding of sentence types such as questions based on word order • Growing awareness of formal and informal registers • Understands some idiomatic language • Can follow group discussion most of the time and takes part in class dialogue • Takes an active role in conversations on familiar topics • Responds appropriately in most unplanned exchanges |
|  D | <ul style="list-style-type: none"> • Shows understanding of curriculum topics with minimal visuals • Beginning to understand inference • Can follow reasoning in discussions and arguments • Able to interpret meaning through intonation, volume and stress • Understands an unfamiliar speaker on a familiar topic • Understands some idioms and phrasal verbs • Can communicate in formal and informal registers • Able to take part in most types of social conversation • Participates in most school contexts |
|  E | <ul style="list-style-type: none"> • Can follow extended speech and gather the gist and some detail of speech on new topics, such as in the media • Able to follow a complex argument on familiar topics and ask relevant questions • Can identify implied meaning in spoken language • Shows understanding of idiomatic speech and understands humour • Has the range of listening skills required to fully access the national curriculum and all school situations • Understanding is equal to that of a native English-speaking peer |

Note: band descriptors may not be acquired in the order listed here.

| Band | Band Descriptors |
|---|--|
|  | <ul style="list-style-type: none"> • Can hold a pen • Beginning to form letters or words independently or by copying • Can write in first language • Beginning to form letters and words • Can write own name • Can write some high frequency words • Can draw or label diagrams • Starting to write simple sentences |
|  | <ul style="list-style-type: none"> • Handwriting is legible, though may be inconsistent • Shows awareness of simple conventions such as spaces between words • Can write familiar words using phonic knowledge • Uses basic punctuation • Can use simple present tense or some simple past • Employs a range of everyday vocabulary and some classroom terms in writing • Has some awareness of formal and informal language differences • Shows understanding of simple spelling rules |
|  | <ul style="list-style-type: none"> • Can use plurals, prepositions, pronouns and articles with more accuracy • Attempts a variety of verb tenses • Uses a wider range of vocabulary and basic punctuation • Shows use of cohesive devices in writing • Can edit writing with teachers or other students • Able to communicate effectively through writing but still with errors • At secondary level can write in a range of writing styles such as reports, descriptions of past events or simple essays and at primary level can attempt short texts. |
|  | <ul style="list-style-type: none"> • Can write competently, independently and at length • Uses high level connectives, a range of tenses and active and passive voice • Can target writing for different purposes and audiences and can write texts such as stories, summaries, essays and arguments • Able to correct the spelling of curriculum vocabulary and edit own work for accuracy and appropriateness • Shows use of idiomatic language but still with non-idiomatic examples |
|  | <ul style="list-style-type: none"> • Can cope with writing demands in all curriculum areas • Can summarise information from a number of sources • Can use irony or humour • Able to justify and debate opinions • Can write texts suitable for specific audiences and purposes • Reviews and revises own work • Shows full control of grammatical features, including a wide variety of tenses • Expresses ideas appropriately for age group |

Note: band descriptors may not be acquired in the order listed here.

| Band | Band Descriptors |
|----------|---|
| A | <ul style="list-style-type: none"> • May be in silent phase or speak only home language • Can produce single words or short phrases • Can respond to visually supported questions with one or two words or echo short words • Can give greetings and farewells • May be able to name some everyday objects or simple adjectives • Asks basic questions and communicates needs • Attempts common verbs like go and do • Can say likes and dislikes |
| B | <ul style="list-style-type: none"> • Attempts simple questions • Can re-tell a short story • Can describe people, places or things in simple language • Can express own feelings more easily • Can give simple instructions • Able to indicate time using time phrases, but has problems applying grammatical rules and may over-generalise rules, e.g. 'I eated' • Participates in short conversations on routine topics • Starting to take part in group work and class discussion |
| C | <ul style="list-style-type: none"> • Speaks in simple everyday exchanges using extended sentences and relative clauses • Able to use plurals, articles, pronouns and prepositions usually correctly • Can self-correct some grammatical errors • Able to give opinions and justify them • Can discuss familiar subject content across different areas of the curriculum • Able to paraphrase • Contributes to problem-solving group tasks • Contributes to whole class discussions and informal social exchanges |
| D | <ul style="list-style-type: none"> • Can attempt to summarise longer utterances and re-tell events in a connected narrative • Able to use a growing range of technical and subject-specific vocabulary, including terms with multiple meanings • Uses formal and informal English appropriately • Can express opinions, giving reasoning and explanations and discuss causes of problems • Produces more complex sentences and grammatical structures such as the passive, though still with some home language interference • Able to make jokes and use idiomatic expressions |
| E | <ul style="list-style-type: none"> • Speaks in a confident and fluent manner suitable for multiple purposes and audiences, using correct word order • Speaks with fewer hesitations and without scaffolding • Able to hypothesise and make predictions • Can deliver a curriculum-related presentation • Able to compare and contrast ideas in different subject contexts and contribute to group discussions on unfamiliar topics • Shows understanding of stress, rhythm and intonation • Demonstrates a broad vocabulary of specialist and everyday terms, rarely searching for lexis |

Appendix B – Taken from the Bell Foundation

- Maintain high expectations, expect pupils to participate in all classroom activities/task.
- Group pupils so that EAL pupils hear good models of English.
- Sit the EAL learner near the front, where they can see your face straight on. This will ensure they can hear properly and pick up visual clues from facial expressions.
- Involve the learner in routine classroom tasks (handing out books, etc.).
- Keep paper/mini-whiteboard to hand for quick drawings, sentence-drafting, oral prompts, key words, etc.
- Print slides from the whole-class teaching screen so the EAL learner can refer back to them.
- Train the learner to put date, title, underline, etc.
- Speak to the learner using normal speed, stress and intonation (or a little slower if you tend to speak quickly).
- Use your facial expression, tone of your voice, your body (gestures, quick mimes) to make meaning clear.
- When speaking at length, repeat and recap main points.
- Use a limited range of instruction language and question forms. Keep instructions clear and to the point.
- Use concrete examples to talk about abstract ideas or concepts.
- Allow thinking time in order to elicit a more detailed/accurate response.
- Provide opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal).
- Target the learner for simple differentiated Yes/No questions.
- When explaining and responding to questions from the learner, use this as an opportunity to extend the learner's range of language and model new language.
- During group work, remind peers to use accessible language, speak clearly and give the learner opportunities to speak.
- Correct inaccurate attempts to use more complex language by repeating what the learner has said using the correct language

form, e.g. 'I not have pen.' 'You don't have a pen? Look, I've got three pens.'

- Where appropriate, use collaborative activities as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/spotting/sequencing activities, or use of graphic organisers.

- Use speaking frames or substitution tables as support for joining in, e.g.

brainstorms, whole-class discussions, and plenaries.

- Include active listening tasks in lessons as a starter, e.g. true or false, odd one out.

- Encourage active listening that reflects real life situations and involve the listener playing a key part in shaping of the conversation. Activities might include giving the learner a list of key information to listen for or asking them to paraphrase what they have heard.

- Provide opportunities to listen with a purpose, e.g. take notes, complete a diagram, and fill gaps.

- Use supportive lesson resources, e.g. cards to match, picture-sorting, sentenceordering to familiarise the learner with key vocabulary that will appear in the text they are about to listen to.

- Use any available comprehension supports such as images, artefacts and textbook diagrams.

- By using flipped learning pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content.

- Ensure any key words for a lesson are taught, translated, accompanied by pictures or looked up in a dual-language dictionary before the lesson.

- Provide plenty of visual support for writing, e.g. pictures to describe, storyboard to recount events.