

Marine Academy Plymouth

English as an Additional Language Policy

September 2023 Update

VERSION CONTROL SHEET

Policy Name: English as an Additional Language Policy

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Document Date	File name	Meeting submitted:	Summary of changes required:
April 2012	MAP EAL Policy		New policy
Feb 2015	MAP EAL Policy		Decoupled from BME policy. All other aspects updated.
July 2016	MAP EAL Policy		Reviewed / Updated
September 2019	MAP EAL Policy		Reviewed / Updated
September 2020	MAP EAL Policy		General review / update with addition of competency and programmes of intervention
September 2021	MAP EAL Policy		Reviewed and updated
September 2022	MAP EAL Policy		Reviewed and updated
September 2023	MAP EAL Policy		Reviewed and updated

Aims:

- To develop and embed a cross-campus approach to meeting the needs of EAL students, in line with the approach to teaching and learning for all students and the promotion of MAP's core values of Leadership, Resilience and Aspiration.
- To narrow and eliminate the achievement gap between EAL and non-EAL students.
- To promote rapid language acquisition and inclusion in all aspects of the curriculum as quickly as appropriate.

Rationale:

- Education should be available for all children of compulsory school age that is appropriate to their age, ability and aptitude irrespective of a child's immigration status, country of origin or rights of residence.
- Learners of EAL make the best progress within a whole-school context where pupils are educated with their peers.
- Classroom teachers have responsibility for ensuring that all pupils can participate in lessons.
- Cognitive challenge for EAL students should remain appropriately high. EAL learners' conceptual thinking may be in advance of their ability to speak English.

New student induction:

- Admission interview with the Head of Year, parent(s) / carer(s) present and other relevant professionals will take place. The aim being to establish the academic, cultural and social history of the student.
- On their first day, the student will attend the Wellbeing Zone (WBZ) where student induction will commence:
 - Assessments in both literacy and numeracy
 - One-page profile to be completed
 - Tour of the academy and introduction to key staff
- Welcome pack which will include bi-lingual dictionary, EAL picture communication resource, MWB/Pen & google translate device (depending on language) and Chromebook.
- 1-2-1 support in first lesson for no English students.
- The student will have a "buddy" who they will shadow for their first week.
- Time in the Wellbeing Zone with access to additional support may be included in an EAL student's timetable as necessary, although the aim will always be for the student to be following a full timetable as much as possible.
- EAL students will be in teaching groups appropriate to their academic ability.
- The student will have an assigned key adult to rely on for support (JLC) where needed. If student is in year 11, they will also receive a mentor to track progress and areas for support to aid attainment.

After a settling period, competency in English will be determined in conjunction with EAL lead and student's English teacher. Where functioning English is not at a level to allow access to curriculum interventions will be arranged:

- Phonics interventions through Learning Village
- LEXIA
- 1:1 Catch up
- Differentiated resources

Teaching and Learning

- In line with the new Teaching Standards (2012) it is the responsibility of all Marine Academy teaching staff to have a clear understanding of the needs of all pupils, including those with English as an additional language and to be able to use and evaluate distinctive teaching approaches to engage and support them.
- EAL students will be in top sets to be around high-level language.
- Students will be sat in front of teacher for constant support.
- EAL students to be sat next to a high ability, supportive peer.
- Annotated teacher seating plans.
- Workroom display on quality first teaching.
- EAL students should have tasks set that are challenging, allowing them to stretch themselves fully in respect of their cognitive ability.
- Where appropriate opportunities will be planned for EAL students to use their first language.
- The provision of staff training in meeting the needs of EAL students reviewed at least annually, with EAL strategies being included within the MAP SEND handbook.

Progress and monitoring

- Provision for monitoring progress of all students at Marine Academy is secure and these same systems track progress of EAL students.
- The EAL lead professional will monitor the progress of all EAL students both individually and as a cohort and ensure that actions are taken to address any under achievement.
- Fortnightly wellbeing check-in.
- Half-termly assessment (reading/language) through Learning Village (depending on English language level).

- Where appropriate the EAL lead professional will deliver intervention to boost functional English skills.
- Check on mid points/summative assessment and NGRT.
- The EAL lead professional will conduct an annual audit of all aspects of EAL provision across the Academy, with the aim of constantly improving and enhancing this provision.

Additional provision

- EAL students are represented on the Academy Council, with the aim of providing a clear opportunity for the distinct needs of this cohort to be listened to and for provision to be developed as necessary.
- A termly meeting will be held for all EAL students, providing opportunity for sharing experiences, informal discussion, and putting ideas and opinions to the EAL Academy Council representatives.
- Active tutorial will include the promotion of multi-cultural values with the aim of promoting community cohesion within and beyond Marine Academy. This will include an annual focus on the language and culture of other countries, led by the EAL students themselves.
- Support of outside agencies and Plymouth University bilingual students will be used (where available) to assist EAL students as appropriate.
- Students are provided the opportunity to sit the GCSE in their first language under the guidance of the Modern Foreign Language Subject Lead.