



City of Derby Academy
Improving the Life Chances of All Students

EAL CURRICULUM INTENT

Our EAL provision will also assess if those pupils with a statement of SEN or an EHC plan require further support. Additional information will be sought from parents and guardians to assist in identification of additional learning needs. Any information the extended learning requires about known SEND will also be passed on to the SENCO.

Objectives as a school;

- To be proactive in removing barriers that stand in the way of our EAL pupils learning and success through quality first teaching.
- To meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- Ensuring the curriculum is accessible to all students.
- To provide our EAL pupils with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate.
- To ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our EAL pupils attain curriculum levels and public examination grades appropriate to their abilities.
- To seek and make use of appropriate advice and guidance, support and training.
- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.
- To give the students a voice through questionnaires to ensure they feel they are getting the most appropriate support.
- Look for a pragmatic approach to supporting our EAL students.

Underlying Principles

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils.
- The multilingualism of our EAL pupils enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.
- Having a home language other than English is not a “learning difficulty”.
- EAL pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs or are not Secondary ready and would benefit from being in the ignite groups.
- Reasonable steps will be taken to provide opportunities for children to develop and use their home language in play and learning to support their language development at home and ensure they have sufficient opportunities to learn and reach a good standard in English.
- Parents are informed of the provision available for pupils where English is an Additional Language and regular updates are shared with parents/guardians so they are fully aware of the progress made.

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils’ learning and success.

IMPLEMENTATION

The Deputy Senco is the EAL co-ordinator within the school. All member of SLT have a role in determining if EAL students are being catered for in lessons where they have access to the resources within the classroom.

Meeting each new EAL student to determine what support they may need. A conversation with the student starts the meeting where they will be told when their first lesson is. There is a dialogue between staff and student to help them feel at ease. In their first lesson they will then undergo the initial assessment which will inform us of the correct intervention that student may need.

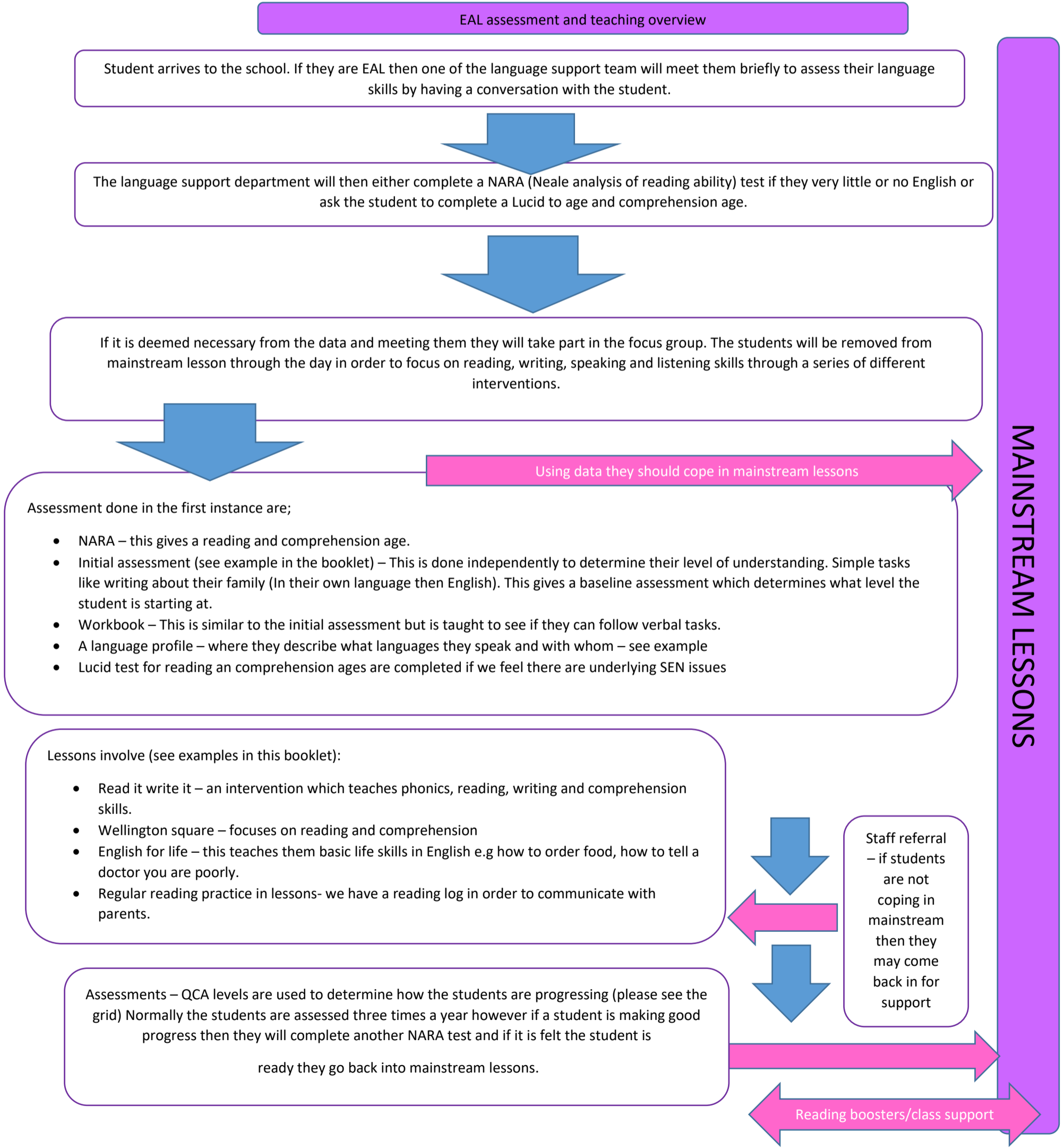
- Informing staff of EAL students who have joined the school, languages spoken and if they will be part of an intervention group.
- Bringing the presence and needs of current EAL pupils to the attention of colleague, this is done by an EAL update that is sent out when changes have been made each week.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum. The focus group will have access to extra maths and Science lessons within the timetable with a language support teacher.
- Language support staff ensure all staff are emailed with information about new arrivals. Staff are updated on a regular basis on which students are attending which interventions with the EAL update sheet.

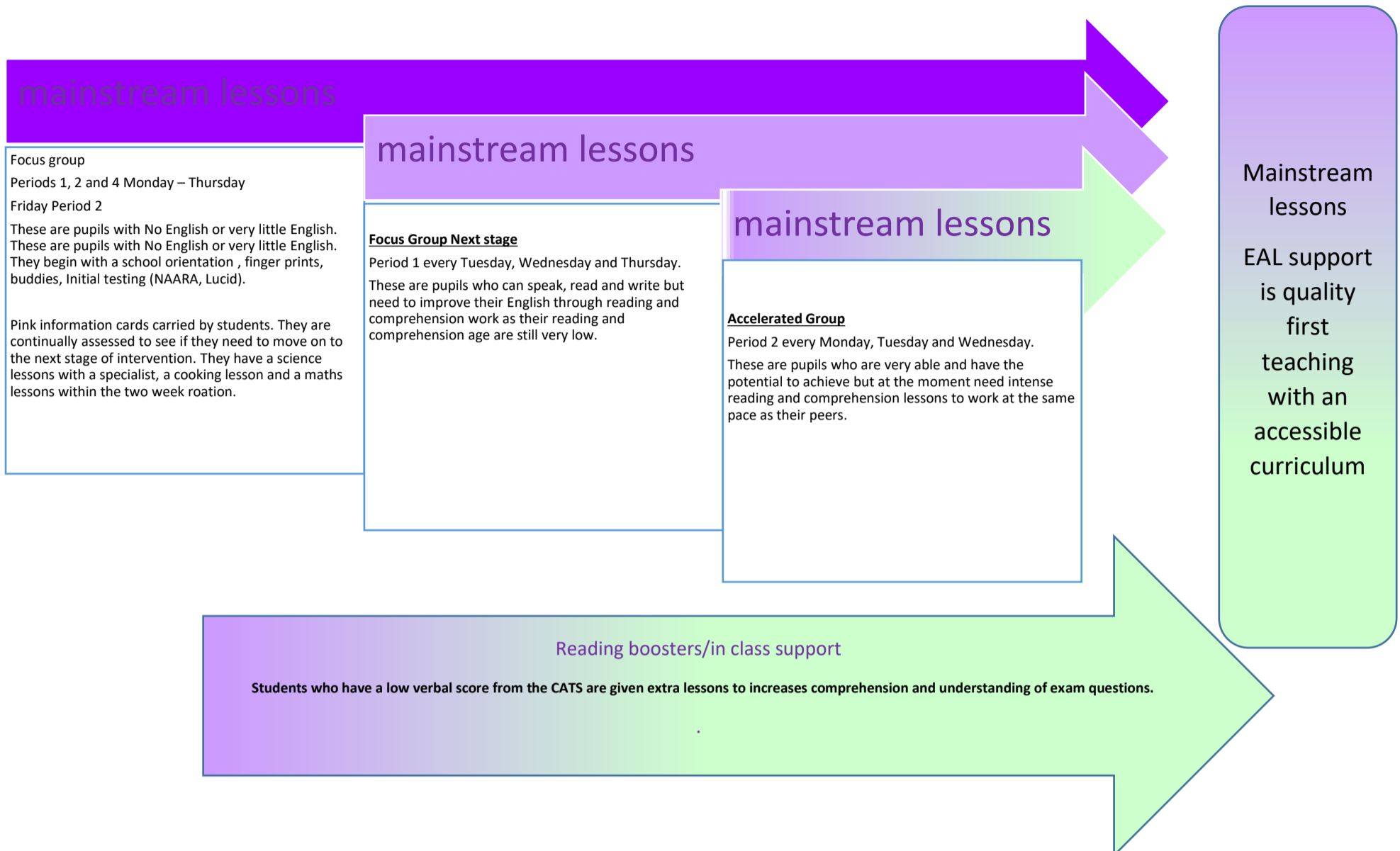


Providing specialist EAL provision through specialist teaching where required. We have various levels of support. The levels of support are very much dependent on the levels of reading and comprehension of each student. An over view of each group is below

Language support curriculum.

All new arrivals are met by one of the team where we will assess the needs of the student. They will complete a NARA test and or a Lucid test dependent on level of English. After an initial conversation along with testing to assess reading and comprehension ages a decision will be made if they require help and support or they are able to access the mainstream curriculum. The aim is to regularly assess each student to ensure progress is made. Every 8 weeks they will complete an assessment to determine the level of support they require. They will be moved through the waves of intervention accordingly. Each lesson they will have targets based on the QCA levels of reading and writing to allow the students to see the progress they are making and to understand where they are going.





Teaching

We will:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment (Eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils. Eg writing frames.
- Sit students with similar language's next to each other in class (use the Go4schools system).
- The use of the school's language ambassadors within the school are peers who have volunteered to act as buddies to those who are new to the English Language, this also helps staff to identify which students in their class may be helpful to those new arrivals.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc.) genre features and characteristics (narrative, reports, etc.).
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parent's/carers participation in EAL pupils' learning. There will be a parent's coffee morning each term where parents will be invited in to meet the staff and discuss achievements and targets.