Kings Langley School

English as an additional language Policy

Reviewed by: L Harris

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AIM

To ensure the inclusion and achievement of all students with EAL by developing their ability to:

- Use English confidently and competently;
- Use English as a means of learning across the curriculum;
- Make use of their knowledge of other languages where appropriate.

PHILOSOPHY

Kings Langley School is committed to making appropriate provision for students whom English is an additional language and to raising the achievement of minority ethnic groups who may be at risk of underachievement. The school will identify students' needs; recognise the skills they bring to school and ensure access to the curriculum. Where possible and appropriate, the school will provide opportunities for EAL pupils to take a GCSE examination in the home/first language. The policy should be read in conjunction with the *Equalities Scheme.*

THE CONTEXT OF THE SCHOOL

Kings Langley School is increasingly becoming a multi-cultural school which recognises and values the linguistic diversity and experience of all students. 31 languages are spoken at Kings Langley School. 62 students have a home language in addition to English.

KEY PRINCIPLES FOR ADDITIONAL LANGUAGE ACQUISITION

- Language develops best when used in purposeful contexts across the curriculum;
- Effective use of language is crucial to the teaching and learning of every subject;
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension;
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored;
- Teachers have a crucial role in modelling uses of language;
- Research shows that it takes 1-2 years for bi-lingual learners to develop fluency in social conversational English but much longer to acquire fluency in subject/curriculum related English;
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning;
- All pupils have entitlement to the National Curriculum;
- A distinction is made between EAL and Special Educational Needs;
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills;
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL;
- All languages, dialects, accents and cultures are equally valued.

EVERY TEACHER IS AN EAL TEACHER

Quality first teaching (QFT) focusing on high quality, inclusive learning for all students with support from Pastoral Leaders and Learning mentors should enable all students to achieve. Further support from the teaching and learning team will be given to:

- Advise teachers on strategies to ensure access to the national curriculum;
- Share good practice with other departments;
- Contribute to CPD to ensure that provision for EAL students is appropriately delivered;
- Liaising with staff to discuss pupil progress, needs and targets (use of pupil passports on Class Charts;
- Managing TAs and their deployment;
- Overseeing provision for EAL students;
- Involvement in the admission and support of new arrival pupils and their families/carers;
- Developing and managing the Induction Programme for those students new to English;
- Monitoring the progress of EAL pupils and providing interventions as necessary;
- Liaison with parents/carers of students with EAL;
- Overseeing EAL groups.

IDENTIFICATION OF NEEDS

The Pastoral Leader alongside the Pastoral Mentors uses a variety of sources to gather information about students with EAL. This information is disseminated to teaching staff to inform planning to meet the student's needs:

• Interviews are held with newly arrived students and their parents/guardians to ascertain previous educational experience, linguistic background competence in other languages and family and biographical background;

• Information is requested from previous schools. Standardised reading and spelling tests, end of key stage assessments, CATS, information from teacher assessment and observation is analysed;

• The Pastoral Leader/ Mentors collates initial assessments to establish their stage of English Language development and their Maths level;

• Home language assessments may be carried out where necessary.

PROVISION IN THE CLASSROOM

Teaching staff use a range of strategies to ensure curriculum access including

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support-repetition, alternative phrasing, peer support;
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures,
- demonstration, use of gesture, etc;
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key
- word lists;

- Writing frames, directed activities related to texts Directed Activities Related to Text. (DART's see Appendix ?);
- Opportunities for role play;
- Pupils receive regular feedback from staff;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;
- Discussion is provided before and during reading and writing activities, using
- preferred language where appropriate;
- Where possible, learning progression moves from concrete to abstract;
- Further support for pupils' language development is provided outside the formal;
- curriculum, e.g. in assemblies, school clubs, homework clubs, etc
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Further Support:
https://www.bell-foundation.org.uk/resources/detail/assessment-framework-secondary/
https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/darts/

For some students, additional input is required:

- Students new to English follow an Induction Programme which may be in a small group or 1:1. A range of resources is used to support pupils' linguistic development e.g. structured talk, games, visual materials, key word lists, bilingual dictionaries, taped materials, computer software. This is co-ordinated by the PL and delivered by TAs;
- In class support/partnership teaching is provided for students on the EAL/SEND register according to need;
- Pupils may join an EAL or literacy group in place of a second Modern Foreign Language;
- Special arrangements may be made for exams/tests as appropriate, including the use of bilingual dictionaries or differentiated papers;
- Alternative pathways may be offered at Years 10 and 11 if appropriate;
- For KS4 & 5 Examination arrangements explored.

SPECIAL EDUCATIONAL NEEDS AND MOST ABLE STUDENTS

- Kings Langley School recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN be identified during assessment, EAL students will have equal access to school SEND provision. Similarly, the school recognises that there may be EAL pupils who are MOST ABLE even though they may not be fully fluent in English.

KINGS LANGLEY SCHOOL POLICY FOR INDUCTION AND ASSESSMENT OF NEWLY ARRIVED STUDENTS

At Kings Langley School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived students and recognise the positive contribution newly arrived students can make to our school.
- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- Positively reflect the new arrivals' language and culture throughout the school environment.
- Build partnerships with parents as an essential element of working with newly arrived young people.

Preparing for the new arrival Appendix 1 (On Transition Y7 / Y12 & In Year Admissions)

Student New Arrival Onboarding

New arrivals (KS3/4) to Kings Langley School will be inducted according to the flow chart below. NB Specific actions to support newly-arrived EAL students and their families are in italics

Step 1: Students /family arrives at school and requests school place/following admissions placement.

Step 2: Data Manager obtains basic admissions information, if possible.

Step 3a: School office arranges date for parent/carer to meet school staff to carry out the parent interview and tour of school. *If necessary, arrange interpreting support for the meeting /interview (use parent/parent ambassador or other adult with shared language). Encourage families to bring an interpreter.*
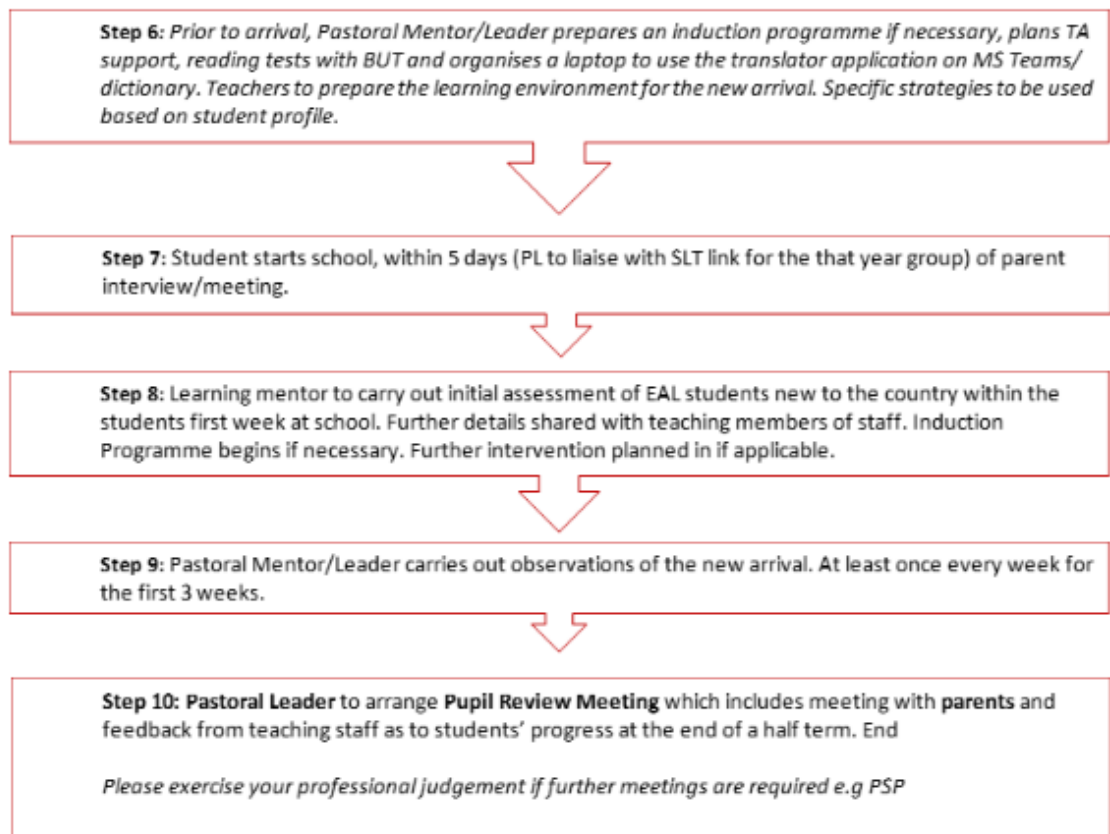
Step 3b: Conduct parent interview with **Pastoral Leader** with Karen Jones (SHA to join for FAP or managed moves or students with possible behaviour concerns) on agreed date, using the **New Arrivals form** to record information (Appendix 1**)**. **Karen Jones** to create the Timetable and inform staff of the new

Step 3c: Issue students with school prospectus and Welcome Booklet (translated version if needed) in *first language if available. With permission, give parents contact details of parent ambassador/families in school who share the same language.* Agree start date with parents.

Step 3d: Learning mentor or Pastoral leader then takes student and family on tour of school (arrange a translator if required). Provide the new arrivals pack and explain uniform requirements, school meals, arrangements for trips, equipment and PE requirements and instructions for applying for Bus Pass etc.

Step 4: **Pastoral Leader** to share the initial student profile with tutor **and all teaching staff on student start date and if there is a Pupil Passport to refer to.** Give tutor induction guidance notes from interview (Appendix 1) if appropriate, and ensure teachers' checklist for induction of newly arrived students is available to disseminate to subject teachers if appropriate.

Step 5: If convenient, introduce student to tutor and new classmates. Arrange small group of **ambassadors/ buddy's** *(ideally someone who shares the same first language)* from tutor group to support the new student during the first few weeks. Brief buddy on their expectations via the **'KLS Buddy Booklet'**

Step 6: Prior to arrival, Pastoral Mentor/Leader prepares an induction programme if necessary, plans TA support, reading tests with BUT and organises a laptop to use the translator application on MS Teams/ dictionary. Teachers to prepare the learning environment for the new arrival. Specific strategies to be used based on student profile.

Step 7: Student starts school, within 5 days (PL to liaise with SLT link for the that year group) of parent interview/meeting.

Step 8: Learning mentor to carry out initial assessment of EAL students new to the country within the students first week at school. Further details shared with teaching members of staff. Induction Programme begins if necessary. Further intervention planned in if applicable.

Step 9: Pastoral Mentor/Leader carries out observations of the new arrival. At least once every week for the first 3 weeks.

Step 10: Pastoral Leader to arrange **Pupil Review Meeting** which includes meeting with **parents** and feedback from teaching staff as to students' progress at the end of a half term. End

Please exercise your professional judgement if further meetings are required e.g PSP

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  Student could start school within 5 days of the parent interview providing staff have been given all necessary information arising out of parent interview.
- New Arrivals with no previous schooling or interrupted schooling, who are new to English, should not start on the same day as the initial interview. Their first day should be agreed with the Assistant Headteacher for that Year Group.

Teacher's checklist for induction of new arrivals - see guidance notes

Before and after admission to Kings Langley School we will complete the teachers' New Arrival process **New Arrival Process.docx** in order to ensure every student has as positive a start as possible**.**

Settling the student into school

NB Specific actions to support newly-arrived EAL students and their families are in italics

Once the student has been admitted to school and the teacher's checklist for induction has been completed the following actions will be undertaken:

- Student to be grouped with supportive students who can provide good language role models, not in SEN groups;

- During the ongoing assessment period the new student should have full access to the curriculum and formative evidence should primarily be obtained from student's responses to class work. ATL should be recorded and next steps for student's learning clearly identified;
- Clear timetable and staff responsibilities to be established for any intervention activities e.g. Induction Course which is highlighted in the New Arrivals Process and on the pupil passport;
- Teachers will consult and use strategies suggested in guidance notes "Advice for teachers working with EAL pupils" and by liaising with the Assistant Headteacher for Teaching & Learning.

Appendix 1 – New Arrival Process

New Arrival Process.docx

Appendix 1a –Induction and Assessment of New Arrivals Form

Appendix 1a - Induction and assessment of New Arrivals

Appendix 2 – EAL Transaltion resources

M O365/ MS Teams Translator Features:

Translate a Message in Teams

[https://support.microsoft.com/en-us/office/translate-a-message-in-teams-d8926ce9-d6a6-47df-a416f1adb62d3194#:~:text=If%20you%20don't%20see%20the%20option%20to%20translate%20the,under%20Settings%20%3E%20General%20%3ETranslation](https://support.microsoft.com/en-us/office/translate-a-message-in-teams-d8926ce9-d6a6-47df-a416f1adb62d3194).

Live Captions in Teams

https://support.microsoft.com/en-us/office/use-live-captions-in-a-teams-meeting-4be2d304-f675-4b57-8347-cbd000a21260

Appendix 3 – Directed Activities Related to Text (DARTS)

What are DARTs?

'DARTs' stands for Directed Activities Related to Text. When working with a text, DARTs provide an alternative to traditional comprehension questions as a way of assessing and encouraging understanding. There are two main types of DARTs:

1. DARTs using modified texts:

These are DARTs where the teacher has modified the original text, e.g. by taking out words, phrases or sentences or by cutting the text into segments. This works particularly well for EAL learners when the activities highlight a specific feature of English (e.g. modal verbs). Examples of the kind of activities learners would carry out with a modified text are:

- Gap-filling - missing words, phrases or sentences
- Sequencing – words, sentences or short paragraphs
- Grouping segments of text according to categories
- Completing a table, grid, flow chart, etc.
- Labelling a diagram
- Predicting – writing the next step or an end to the text
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2. DARTs using unmodified texts:

These are DARTs where the teacher provides a copy of the original text, so the learner can annotate or manipulate it. Typical activities using unmodified texts would be:

- Underlining or highlighting particular sections of text (descriptive language, nouns, connectives, topic sentences, etc.)
- Breaking the text into chunks and devise a heading for each chunk
- Using the information in the text to draw a table, diagram, flow chart, etc.
- Devising questions about the texts for another learner to answer

Examples of activities

DARTs can be used in any subject, with any age group and with any type of text. They are particularly useful for learners who are at the Early Acquisition and Developing Competence stages of English language proficiency.

1. True/false: True/false activities can be used with any type of text, fiction or non-fiction, original or simplified. This can be a list of statements where the learner just needs to put a tick or a cross, or cards to sort into two groups. E.g. in Holes by Louis Sachar DARTs learners are given a set of cards to sort into true and false statements.

2. Changing text into a flow diagram: Using the information in a text to fill in a flow diagram can be a useful way of helping learners see how it is structured. For an example see the DARTs activities in Of Mice and Men part 5 where learners are asked to turn a simplified version of the fifth section of the book into a flow diagram.

3. Sequencing: Two sequencing activities are, one where learners have to put sentences in order to create a text, and another where they have to unscramble jumbled up sentences.

How DARTs work

- DARTs are appropriate for fiction or non-fiction texts and can be used to check the learner has understood the main points of a specific topic

- They can provide an opportunity to go beyond the literal and look at meaning that is implied in the text rather than overtly stated, and support learners with learning how to reconstruct and interrogate texts
- DARTs activities that are useful to help learners to see how a text is structured include:
- Blanking out words (e.g. nouns, verbs, every tenth word) for learners to decide what to put in (also known as cloze procedure)
- Asking learners to think of a sub-heading for each paragraph to show they have understood its meaning
- Writing labels or annotations for a diagram
- DARTs activities that help learners analyse information include:
- Highlighting key words in a text
- Using different colours to highlight different characters' views; or speech and action ready for converting into a play script
- Recasting information using graphic organisers, for example: tables, Venn diagrams, hierarchy pyramids, life cycles, tree diagrams
- Transforming text into other formats, e.g. letter, instructions, diary, article, advert, web page, storyboard
- Many DARTs activities can either be done by a learner working independently or carried out in a pair or small group

Top tip: As well as being useful for independent learning, DARTs can also be carried out by pairs or small groups of learners and this turns them into active, collaborative learning situations giving opportunities for exploratory talk.

Why are DARTs a Great Idea for EAL learners?

Research into reading, e.g. Holden 2004, indicates that it provides a gateway into personal, social and economic development. It has been suggested that literacy will become increasingly important as the 21st century progresses (Moore et al 1999).

It is often possible to complete a comprehension task on a piece of text without fully grasping its meaning, but using DARTs encourages EAL learners to engage with texts in a way that promotes greater understanding.

The term 'DARTs' was popularised by Lunzer and Gardner in the late 1970s and 1980s, and their work on the complexity of understanding a text was influential amongst EAL practitioners (Lunzer and Gardner 1979).

Research suggests that EAL learners often demonstrate good decoding skills in English but score less well on reading comprehension measures (Murphy and Franco 2016). Recent research by Joseph and Nation (2018) found that learners with good reading comprehension skills learn new vocabulary more quickly than those who struggle to understand a text and are more sensitive to context. This suggests that activities that focus on meaning are particularly useful for EAL learners.

References

https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/darts/

Holden, J., 2004, Creative Reading. London: Demos.

Joseph, H. and Nation, K., 2018, Examining incidental word learning during reading in children: the role or context. Journal of Experimental Child Psychology, 166. 190-211.

Lunzer, G., and Gardner, K. (Eds.) 1979, The Effective Uses of Reading, London: Heinemann.

Moore, D.W., Bean, T.W., Birdyshaw, D. and Rycik, J., 1999, Adolescent Literacy: A position statement, International Reading Association.

Murphy, V. and Franco, D., 2016, Phonics instruction and children with English as an Additional Language, EAL Journal Autumn 2016, 38-42.