Leeds Jewish Free School

Support for Students who have English as an Additional Language

April 2013

CONTENTS

1. Roles and Responsibilities

The responsibility for implementation of this policy rests with the Executive Headteacher. On an operational basis, management, responsibility and evaluation of this policy will be delegated to the Deputy Headteacher.

2. Suggested Audience

All teaching and support staff, and governors. As part of their school induction or professional development, all school staff will participate in training which enables each person to be familiar with the principles and procedures outlined in this policy.

3. Related Policies

This policy is one of a suite of policies which should also be referred to:

- Equal Opportunities for students;
- Inclusion;
- Planning of teaching and learning policy;
- Curriculum policy;
- Assessment, recording and reporting policy.

4. Introduction

The term 'EAL' (English as an Additional Language) is used when referring to students whose main language at home is a language other than English.

This policy sets out Leeds Jewish Free School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students; helping them to achieve the highest possible standards.

5. Aims

- To give all students the opportunity to overcome any barrier to learning and assessment (See Inclusion Policy);
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to LJFS;
- To implement school-wide strategies to ensure that EAL students are supported in accessing the full curriculum;
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential;
- To identify and make maximum use of opportunities for modelling fluent English and encouraging students to practise and extend their use of English;
- To encourage and enable parental support in improving children's attainment.

6. Objectives

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL;

- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning;
- To promote students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

7. Strategies

A. School and classroom ethos:

- Classrooms and other areas in the school will be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Staff will recognise the student's mother tongue; boost their self-esteem. Remember, he/she has the potential to become a bi-lingual adult;
- Identify the student's strengths;
- Acknowledge the longer time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. NB Support may be necessary beyond the time a child appears orally fluent.

B. Assessment:

- 'On entry' assessment will identify any student with EAL on joining the school;
- The student's competence in English in relation to the NC standards and expectations will be assessed by the EAL Co-ordinator within the student's first week in school. (See QCA document 'A language in common: Assessing English as an additional language');
- A provision map will detail class management strategies and the support put in place.

C. Teaching and Learning:

Teachers will help students learning English as an Additional Language in a variety of ways:

- Prepare differentiated work for EAL students in planning;
- Have high expectations; expect students to contribute and give more than one-word answers ;
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives;
- Recognise that EAL students need more time to process answers;
- Allow students to use their mother tongue to explore concepts;
- Give newly arrived students time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained);
- Organise students to ensure that EAL students hear good models of English;
- Use collaborative learning techniques;
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms (NB See appendix A: Use of Cummings Quadrant);

- Explain how speaking and writing in English are structured for different purposes across a range of subjects;
- Provide a range of reading materials that highlight the different ways in which English is used;
- Ensure that there are effective opportunities for talking, and that talking is used to support writing;
- Encourage students to transfer their knowledge, skills and understanding of one language to another.

D. Access and support:
- All students will follow the full school curriculum. The school will provide texts and resources that suit the students' ages and levels of learning;
- EAL students will be supported through a range of measures which will include for the first half term, a Teaching Assistant in the classroom working with individuals or small groups to model language structures, allow opportunities for talking, read and scribe, etc to enable the student to complete tasks with understanding;
- Where necessary, for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

8. Detailed Responsibilities

A. Deputy Headteacher
To obtain, collate and distribute to the Education Provider, Head of Jewish Studies, SENCo and EAL Co-ordinator, information on new students with EAL.
This includes:
- Language(s) spoken at home;
- From the previous school, information on level of English studied/used;;
- Details of curriculum at previous school.

B. The Deputy Headteacher, Education Provider and school leaders
Will ensure that:
- All involved in teaching EAL learners liaise regularly;
- Parents and staff are aware of the school's policy on students with EAL;
- Relevant information on students with EAL reaches all staff;
- Training in planning, teaching and assessing EAL learners is available to staff;
- Challenging targets for students learning EAL are set and met;
- The effectiveness of teaching of students with EAL is monitored and data collection is managed.

C. EAL Co-ordinator (or SENCo if an EAL Co-ordinator is not appointed initially)
- Oversee initial assessment of students' standard of English;
- Give guidance and support in using the assessment to set targets and plan appropriate work;
- Monitor standards of teaching and learning of students with EAL;

- Report to the Deputy Headteacher on the effectiveness of the above and the progress of students;
- Monitor progress and identify learning difficulties that may be masked by EAL.

D. Class/subject teachers
- Be knowledgeable about students' abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping.

9. Review date

The Deputy Headteacher will review this policy and its implementation annually and report on the progress of our EAL students with respect to other students and the implementation of this policy.

Appendix A: Use of Cummins Quadrants

Innovative work by Dr Jim Cummins around second language acquisition has provided teachers of students who have English as an Additional Language with significant success in students' development using the Cummins Quadrant methodology.
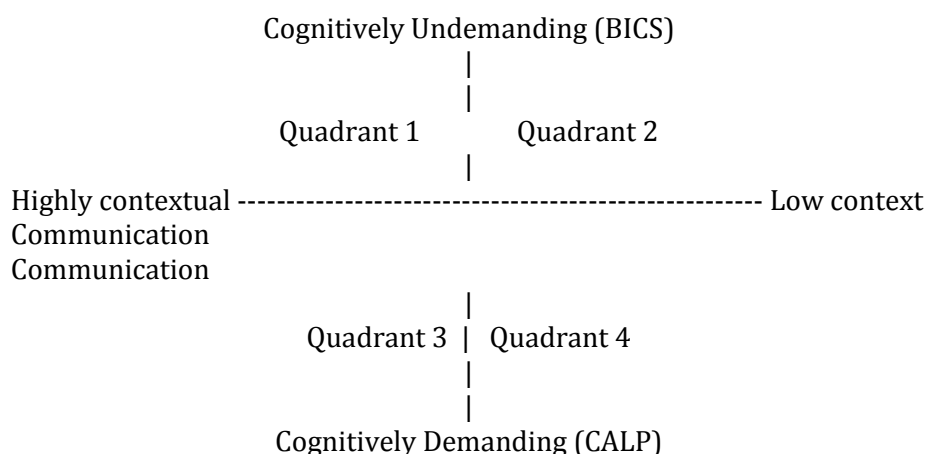
Cummins make use of the principle that most languages have Common Underlying Proficiency (CUPs) – common systems of organisation or grammar which students learning a second language are able to use.

There is much written on the internet on this methodology, so a very high-level outline is included in this appendix.

Essentially, the quadrant has two axes:

Vertical axis: looks at cognitive difficult: moving from low to high
Horizontal axis: looks at familiarity or 'Context embedded information'

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              Cognitively Undemanding (BICS)
                           |
                           |
              Quadrant 1       Quadrant 2
                           |
Highly contextual ------------------------------------------------- Low context
Communication
Communication
                           |
              Quadrant 3  |  Quadrant 4
                           |
                           |
              Cognitively Demanding (CALP)
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Examples of Quadrant 1 communication
Greetings, weather, simple descriptions, simple requests
Examples of Quadrant 2 communication
Telephone Conversation, written instructions with no diagrams
Examples of Quadrant 3 communication
Argue a case, justify an opinion, Science experiment, AV assisted lesson
Examples of Quadrant 4 communication
Maths work, Mainstream English texts, lesson with little illustrations

Students make optimum progress when introduced to language which moves from Quadrant 1, to higher number quadrants.

BICS: Basic Interpersonal Communications Skills
CALP: Cognitive, Academic Language Proficiency