This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

EAL POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	January 2024
Ratified by Copleston LGB	4.3.24
Date of next Review	Summer Term 2024
Responsible Officer	Mrs G Orrin (Vice Principal)
Policy Number	ACS1

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Contents

This policy is a statement of our school's aims and strategies to ensure that EAL students and those minority ethnic students who are at risk of underachievement achieve their full potential.

Introduction

All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, and those from minority ethnic backgrounds, this includes recognising and valuing their home language, and ethnic and cultural backgrounds. As a school, we recognise that bilingualism is a strength and that EAL students and students from minority ethnic backgrounds have a valuable contribution to make to the life of the school. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. (Further detail of this can be found in the school's Diversity and Inclusion policy and Equality Policy.)

Explanation of terms

'EAL students' -

EAL students are students whose first language, or mother tongue, is not English. This is usually also the main language spoken at home.

'Ethnic minority students' -

EM students include all those students whose ethnic background is not that of the majority of students at Copleston. These students may, or may not, speak English as an additional language. *'*Students from ethnic minority backgrounds who may be at risk of underachievement' include EAL students (because they are working in an additional language at school), **and** also students from those ethnic groups which have been identified at a national, county or school level as underachieving, as a group and on average, in comparison with the majority of students. This latter group currently includes students from African-Caribbean backgrounds, and mixed white/African Caribbean backgrounds.

Aims of the Policy

The policy aims to raise awareness of the school's obligations to its EAL and Minority Ethnic students, and to support the school's planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the need of these groups of students, and so to raise student achievement.

Copleston Context

- o EAL students are offered places at Copleston in line with Suffolk County Council's Admissions Policy. Full details of this policy are on the school's website and are also available from Suffolk County Council.

- o At Copleston, EAL students come from a variety of backgrounds. These include Bangladeshi and Chinese students from communities that are well established in Ipswich, and others

from more recently arrived groups, including those from Portuguese, Polish, Romanian and other Eastern European backgrounds.

o In recent years, there has been a growing diversity in the linguistic and ethnic backgrounds of minority ethnic students at Copleston and currently over 40 languages are represented at the school.

o We have some learners who are 'isolated' in the sense that they are the only speakers of their home language in the school.

o Many of our EAL students and students from minority ethnic backgrounds are among our highest achievers.

o Some of the EAL students arrive in school with no prior knowledge of English.

o Some EAL students have received a very good education in their home country and they are able to utilise this knowledge in their learning at Copleston, others may have had no previous formal education.

o A small number of students from minority ethnic backgrounds who may, or may not, have EAL have experienced significant trauma before their arrival in the UK and this may have an impact on their learning.

Once an EAL student has gained a place at Copleston:

o New EAL students are interviewed by the relevant Leader of Learning and the EAL Co-coordinator with an interpreter present if necessary. Documentation is checked and photocopied. We require an up-to-date passport, proof of address and evidence that the family has registered with a local GP. EU citizens must have appropriate residency documentation. School expectations e.g. behaviour and uniform are outlined at this stage. We also ask carers to sign up to the school's parent pay system.

o Once a place has been confirmed, the EAL student is assessed by the EAL co-ordinator. Appropriate support is put in place according to need and according to the student's starting point. The school uses the Bell Foundation's 'grading' system to triage and decide on the level of intervention required for that student. Their website can be found here The Bell Foundation - Changing lives and overcoming exclusion through language education (bell-foundation.org.uk) This is a nationally recognised organisation that provides EAL support and resources to educational settings.

o The EAL student's first fortnight is spent tracking another student in the same year group. The buddy is selected by the Leader of Learning and we reserve the right to change this arrangement at our discretion. The buddy is asked to show the EAL student the location of teaching rooms and take the EAL student through lunchtime procedures etc.

o After the initial fortnight is over, the EAL student has their own timetable to follow. If the EAL student is in KS3, the student is placed in the appropriate set or class by the relevant subject leader. If the EAL student is in KS4, options are agreed during the initial meeting with the Leader of Learning. In some cases, an EAL student joining the school late in KS4 means that the student will have a timetable with double core subjects which helps provide the student with a better chance of attaining well in English, maths and science. This decision is not taken lightly.

- Each EAL student may be offered support in lessons depending on their need. However, not every EAL student receives support. The progress and attainment of each EAL student is taken into account when support timetables are being written. Core subjects – English, maths and science – are supported first.
- Support is reviewed on a regular basis and a choice is made about where support is best used. This is the responsibility of the EAL co-ordinator in liaison with the SENDCO.
- Responsibility for the academic progress of each EAL student is shared between the student's teachers, the EAL co-ordinator, the relevant Leader of Learning (LOL) and the SENDCO.
- Responsibility for the pastoral care of EAL students is shared between the relevant Leader of Learning, EAL co-ordinator and Vice Principal, Curriculum.

At Copleston, we gather information about EAL students:

- Linguistic backgrounds and competence in other languages

- Previous educational experience

- Family and biographical background where relevant

The EAL co-ordinator is responsible for co-ordinating additional support for EAL students in the school where appropriate. This is overseen by the Vice Principal, Curriculum. Responsibility for the learning and well-being of EAL students in the school, and for all minority ethnic students, is shared by all staff. Support can be given in the form of in-class support, and for early stage learners, occasional withdrawal from individual lessons so that students can be taught 1:1 for short periods, or in small groups. Overall, however, our approach is to facilitate full inclusion into the school curriculum and community as rapidly as possible for students as this as resulted in students making fast progress and securing good outcomes.

Statement of Core Principles

Copleston is committed to equality of opportunity for all students. This includes a commitment to the following principles:

- the school is committed to ensuring that EAL students and those minority ethnic students at risk of underachievement are equipped and supported at Copleston so that they may reach their full potential

- the school will always ensure that students who speak EAL are placed in groupings according to their underlying academic abilities, and not according to their stage of English language development

- the school will strive to ensure that all EAL students leave Copleston with a good command of the English language. This is recognised by the school as being key to equality of opportunity, of academic success and to participation on equal terms as a full member of society

- the school will strive to raise the attainment levels of those students from ethnic minority backgrounds who are identified as underachieving by all means available to it

- the school will provide an environment that is safe and free from racism where racist incidents will be addressed and recorded in line with the school and county guidelines on dealing with prejudice related incidents

- the school will offer a curriculum which is inclusive of the experience of minority ethnic groups, which acknowledges similarities and values differences, and which raises issues of human rights including those of equality, justice and freedom from prejudice related bullying and racism

- the school will ensure that parents who do not speak English have access to the same information about their sons' and daughters' progress and welfare in school as other parents do.

Key principles of additional language acquisition

- EAL students are entitled to the National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and must be made explicit

- Language is central to our identity. Therefore, the home languages of all students and staff should be recognised and valued. Students in the school are encouraged to maintain their home language and use it in the school environment

- Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to seven years

- Language develops best when used in purposeful contexts across the curriculum

- The language demands of learning tasks need to be identified and included in the planning

- Teaching and support staff play a crucial role in modelling uses of language

- Knowledge and skills developed in learning the first language aid the acquisition of additional languages

- A clear distinction should be made between EAL and Special Educational Needs Assessment

- All EAL students are entitled to assessment as required

- Staff regularly liaise to discuss student progress, needs and targets

- Progress in the acquisition of English is regularly assessed and monitored.

- Assessment methods are checked for cultural bias and action is taken to remove any identified

- Consideration and sensitivity is given to the appropriateness of testing EAL students on arrival at Copleston, and while at the earlier stages of English acquisition

Planning, Monitoring and Evaluation

- Targets for EAL students are appropriate, challenging and reviewed on a regular basis

- Planning for EAL students incorporates both curriculum and EAL specific objectives

- Staff regularly observe, assess and record information about students' developing use of language

- When planning the curriculum staff take account of the linguistic, cultural and religious backgrounds of families

Teaching strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons

- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified

- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language

- Additional verbal support is provided, e.g. repetition, modelling, peer support

- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation

- Where possible, learning progression moves from the concrete to the abstract

- Discussion is provided for language and learning, e.g. talk frames, writing frames

- A regular newsletter, written by the EAL Co-ordinator is distributed to staff in order to give updates about the students.

Materials

- Copleston provides bilingual dictionaries and picture dictionaries for students, and encourages them to develop their own subject specific word lists

- Teachers develop their own materials such as worksheets incorporating visual cues which support EAL learners in their classrooms

- The EAL section on the school's SharePoint folder provides ideas to differentiate materials.

- Departments are offered support and advice from the EAL co-ordinator as to how resources can be modified

Specific Educational Needs and Gifted and Talented Students

- Most EAL students needing additional support do not have SEND needs

- Should SEND be identified, EAL students have equal access to the school's SEND provision

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

➢ Providing a welcoming induction process for newly arrived students and their families and carers

➢ Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications

➢ Identifying the linguistic, cultural and religious background of students and establishing contact with wider community where possible

➢ Celebrating and acknowledging the achievements of EAL students in the wider community

➢ Recognising and encouraging the use of the first language

➢ Helping parents understand how they can support their children at home, especially by continuing the development of their first language

This policy will be reviewed on an annual basis by the Vice Principal, Curriculum.

Accountability

Accountability for ensuring that the school meets the needs of EAL students, and those students from ethnic minority backgrounds who have been identified as being at risk of underachievement:

Meeting the language needs of EAL students across the curriculum – all teachers. Teachers are responsible for differentiating for the needs of all learners. This is defined in QTS standard 5.

Advising mainstream teachers on how to meet the needs of EAL students, teaching English to students in the early stages of English language acquisition, setting targets for their language development, and providing language support and curriculum support where needed to students in the later stages of their language development in English - EAL Co-ordinator and the Vice Principal, Curriculum

Monitoring the progress of EAL and Ethnic Minority students at risk of underachievement and setting wider curriculum targets for these students – responsibility shared by subject teachers, pastoral teams, Curriculum Leaders in consultation with EAL Coordinator and the Vice Principal, Curriculum

Ensuring good home-school liaison with parents from minority ethnic groups – all teachers, with support from pastoral teams and from EAL Coordinator and the Vice Principal, Curriculum where necessary. Copleston employs professional interpreters where these are required to ensure that parents who do not speak English have fully understood the content of meetings, and have been able to fully represent their point of view. The school employs a Romanian interpreter to ensure that liaison with families is constant.

Dealing with prejudice related incidents – all staff are responsible for responding appropriately to such incidents in the first instance, with referral to pastoral teams for recording and follow-up

Monitoring prejudice related incidents – Safeguarding Lead

Countering harassment and stereotyping – all staff

Sensitively raising awareness of the diverse social, cultural, linguistic and religious background of all pupils - all staff

Monitoring attainment by ethnicity and EAL – all staff, Leaders of Learning and Year teams

Monitoring attainment and action to raise attainment

All students' ethnic and linguistic backgrounds are recorded on the school's database. This information is used by LOLs, curriculum leaders and year teams when monitoring students' levels of attainment. In addition to this, subject teachers, HODs and year teams work together with Curriculum Leaders to identify any student who is underachieving within subject areas, or by year group, and action is taken to address this. For students who speak EAL, or who have minority ethnic backgrounds, action may include a range of the school's current academic intervention strategies and include referral to the EAL coordinator for specific EAL intervention or advice, short-term additional language support from TAs, and/or mentoring and support from pastoral teams.

Meeting the language needs of EAL students

It is the responsibility of all teachers to meet the language needs of these students, in consultation, if necessary, with the EAL Co-ordinator.

By placing EAL students in groupings according to their ability and prior attainment (outside the UK) rather than according to their competence in English, the school ensures that students are exposed to levels of language which are appropriate for their ability, and which are more closely equivalent to those already attained in their first language development. Students will complete baseline tests on their arrival at Copleston and their levels will be forwarded to their teachers to ensure that work is pitched at the correct level.

Teachers have a responsibility to ensure that EAL students have enhanced opportunities for speaking and listening to English.

Staff will have high expectations of all students including those who speak EAL and those from minority backgrounds. Students from minority ethnic backgrounds are viewed as potential high achievers. Limited knowledge of English language is viewed as a challenge to be met, not as an excuse for underachievement. Strategies for developing language competence can be found in *Appendix 1*.

Support with homework is available to all EAL students, either at lunchtimes in the Learning Support areas, or by arrangement with support staff under the direction of the EAL Co-ordinator. The Learning Support department offers a Homework Club, which EAL students are encouraged to attend.

Additional factors to be considered when teaching EAL and Minority Ethnic students

Students from minority ethnic backgrounds sometimes feel excluded. It is important for all students to feel that they can contribute to lessons in a positive way and EAL and minority ethnic students can often bring first - hand knowledge of other countries and cultures that other students and teachers do not possess. Teachers will strive to draw sensitively on the experiences of EAL students and students from minority ethnic backgrounds in order to ensure that they feel included and respected in school, and to enhance learning for all students.

Appendix 1

Strategies for developing language competence for EAL students

Mainstream staff will consider the following when planning work:

- An EAL student will be working at KS3 or 4, but may not have completed the National Curriculum at KS 1 or 2.

- The student will have limited knowledge of many concepts and ideas familiar to native speakers, such as historical events, common flowers and birds, names and locations of British towns and cities, folklore, nursery rhymes and fairy stories, festivals, celebrations and traditions

- Dialects and colloquialisms will be particularly challenging

- Tasks for these students need to be structured (e.g. a number of questions to be answered; matching of terms with definitions; labelling diagrams), rather than open-ended e.g.' describe what we did'

- Students should be encouraged to demonstrate their understanding by using pictorial or diagrammatic forms (e.g. by creating mind-maps, completing charts or producing graphs)

For students who have acquired some social English and who have either attained English NC level 3 by the end of KS3, or NC level 4 by the end of KS4, attainment will be boosted further by the following strategies being employed by mainstream staff:

- Check the students' comprehension of vocabulary

- Check that students have understood the task to be undertaken and the reason behind it

- Students should be encouraged to compile a list of subject specific vocabulary to be kept in log books, or the back of the student's exercise books

- Correct grammatical errors in a student's work where possible, especially if an error occurs consistently throughout a piece of work

- Teachers should underline, but not correct, grammatical errors in drafts which occur after correction in an earlier piece of work

- Teachers should insist on spelling corrections being done

- Teachers should encourage students to plan work

- Teachers should emphasise the importance of using paragraphs

- Suggest alternative, more sophisticated sentence structures and connectives

- Explain the rubrics of recent past examination papers and give model answers as part of the preparation work in advance of external exams

Special Examination Arrangements

Currently EAL students who have been resident in the UK for less than three years at the time of an external GCSE/AS or A level exam will qualify for the following special arrangement in all subjects other than English and Modern Foreign Languages:

10% extra time plus the use of bilingual dictionary (if this is their normal way of working).

At Copleston, the Examination Officer is responsible for ensuring that students have access to a bilingual dictionary, and for providing the extra time should the student require it. These arrangements are applied for by the SENDCO / Specialist Assessor.

EAL students who qualify may also benefit from these additional arrangements during controlled assessments, too. For this reason, all EAL students are encouraged to make good use of bilingual dictionaries as their English language competence develops.

Once EAL students have been resident in the UK for longer than three years at the time that the exam takes place, they may still use a bilingual dictionary in all subjects other than English and MFL, but may not have extra time. Examination Boards do not allow the school to translate papers, or offer any other concession during exams *unless the EAL student also has special needs*. In this case, documented evidence of additional need is required and the Vice Principal, Curriculum and the Examination Officers consult with each other well in advance of the examination period.