

Promoting Ambition for Change

TEMPLE LEARNING ACADEMY



EAL POLICY

2016 - 2017

Statement of Commitment

The Temple Learning Academy is committed to providing a quality learning environment for all of our learners. We recognise speaking and listening in English is integral to learning in the Academy. We are also committed to raising the achievement of minority ethnic learners who are at risk of underachieving. Therefore, we will identify individual learner's language needs and facilitate appropriate provision; recognise the skills they bring to Academy thus ensuring equality of access to the curriculum.

Context of the Academy

The Academy's is at the heart of a community in which mobility is high and where an increasing number of families moving into the community do not have English as their first language.

Assessment and Target-Setting

- Statutory Assessment: The Academy will ensure that all EAL learners have access to statutory assessments, making full use of special arrangements, mother-tongue assessment, etc. where necessary.
- EAL Assessment: Staff will assess the needs of our EAL learners. They will identify learners' level of English using the NASSEA EAL assessment system (Step levels) and requesting mother tongue assessments where appropriate/possible. EAL learners will also be given an annual 'competency' grade which will be added to census reports. This will be reviewed and reported annually.
- Target Setting: Staff will ensure that appropriate targets and outcome measures are set for identified EAL learners and that these are set in line with LEA- wide targets and regularly reviewed.
- EAL/SEN: The Academy recognises that most EAL learners needing additional support do not have special needs. However, should SEN needs be identified during assessment; EAL learners will have access to the academy SEN provision.

Teaching and Learning

- Our planning will be shared with support staff and those plans will identify speaking and listening learning objectives. Plans will also indicate those activities which are supported. Staff will use a variety of learning strategies which best promote oracy e.g. talking chair, hot seating, talking partners and barrier games.
- Our EAL learners are entitled to full access to the high quality Literacy and Numeracy strategies. Staff training will include specific focus on the inclusion and particular challenges for EAL learners. We continue to develop a culturally inclusive curriculum which recognises and celebrates diversity.
- Our EAL team will be allocated a designated budget to provide appropriate teaching materials based on an approved budget bid. We will also draw on the skills of parents/carers and local communities in producing resources, where possible. Our learning environment will if required provide appropriate resources which could include: dual language books, multi-lingual signage and support groups. Exploration will also be undertaken through different media e.g. computer software, the Internet, audio/video tapes, dvd, CD-rom. This will support the maintenance and development of the language skills and cultural heritage of our Academy community.
- Our Academy will enable staff to undertake appropriate continued professional development to meet the needs of minority ethnic/EAL learners.

Monitoring and Review

- Our Academy data will include relevant information on minority ethnic/EAL needs, support, achievement and progress (including NASSEA step levels where applicable). This will enable the academy to monitor LEA/DfEE targets.
- Our Academy Improvement Plan will in future incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL learners which underpins the Academy Equal Opportunities Policy.

Pastoral Care

- Our Academy will develop an admissions policy for learners with English as an Additional Language. We aim to provide a welcoming admission process, involving bi-lingual support if possible.
- We actively promote the involvement of all parents/carers in their child's learning and seek to provide bilingual support to ensure effective home/academy communication.
- All the staff are committed to providing a safe and secure environment and being sensitive to all cultural, religious and linguistic backgrounds.