Oasis Academy Lord's Hill EAL Strategy

Statement of Intent

We have a growing EAL student cohort (approx. 35%) and celebrate the diversity and prior experiences of every student as part of our mission to provide "excellence in the community" We support our EAL students from their point of entry to match provision and additional support to need whilst being conscious that there is no glass ceiling of attainment or progress for our EAL students. We endeavour for every student to succeed, working with families and the community to promote positive relationships and experiences for all.

Admissions flowchart

New students identified as EAL are tested on entry across listening, speaking, reading and writing

Wider assessments include as appropriate:

1. Maths
2. Non-Verbal Reasoning
3. Phonics
4. NGRT

Students are identified into one of the following groups:

I1 (Immersion Group)

Ab initio English with no/extremely limited prior knowledge

A1

Beginner level English with limited proficiency in the language

Some prior exposure

A2

Advanced beginner level English with developing proficiency in the language

B1

Pre-intermediate level English with increasing proficiency in the language

B2

Intermediate level English with developed proficiency in the language

C1

Advanced level English

Based on the results of assessments decisions are taken about the pathway each student will follow. The choices are as follows:

1. Full mainstream timetable C1 B2 B1
2. Partial mainstream timetable but with daily withdrawal for reading intervention (phonics), speaking practice. Access to EAL support at break and lunchtimes. In class support where possible A1 A2 CPO
3. 17+ lessons in EAL per week (10 weeks maximum) for intensive language lessons with some mainstream lessons in creative and physical subjects to have increasing exposure to spoken and written English Immersion Group ATO

If a student has no/very little English on arrival they will placed in our immersion group.

Here they will follow a scheme of learning to teach them English vocabulary, spelling, punctuation and grammar until their reading age is greater than 7.6 years old, they are able to write in simple sentences and are able to communicate in the classroom and follow classroom instructions. They will also access daily phonics intervention and practical subjects such as DT, Music, Food, French, Art and PE.

Factors affecting a student's progress in learning English include;

1. **Their starting point.**
   Some students will not know any alphabet letters or even be able to hold a pen; some will know all or some of the letters but are not able to read any words; some will be able to read a few words but not nearly enough to be able to access lessons.
2. **Their previous educational experience**
   Some students in particular our Roma Romanian community have had limited education before they come to us. This is due to many factors, such as: discrimination in Romanian society as they are often refused school places, schools only opening for half days and a tendency for Roma families to move around Europe looking for work. Consequently, these students are often illiterate in their own language and therefore find it much harder to learn English. Some students may never have attended school in their lives and require social support as well.
3. **Socio-economic factors**
   Some students will have unsettled family lives, may live with relatives, may suffer financial hardship, may receive no/limited support in learning English at home as their parents invariably speak limited English, all of which may affect their progress in school.
4. **Ability**
   As with all other students in the school their cognitive ability varies but will increase as their ability in English improves
5. **Their age/year group**
   If a year 11 student joins us with no English, it may be better for them to only access a limited amount of mainstream lessons and focussing on improving their English so that they are prepared for college in the following year. It will also be appropriate for them to take alternative qualifications to demonstrate their skills and knowledge such as ESOL (Cambridge)

As the immersion and A1 A2 students are in a smaller group we are able to monitor their progress very closely on a day to day basis, in addition to staged assessments to review progress and re-baseline their competency in the language.

Their progress is tracked using the government recommended Bell Foundation Assessment Framework for the 4 strands of speaking, listening, reading and writing. When a student is able to start integrating into mainstream, they invariably follow the same route:

- Firstly we will move them into mainstream English classes
- Next Maths and Science classes
- Finally they will take on a full timetable

It is a phased approach and the time it takes to fully integrate students varies according to how they are coping with each step. It normally takes place over the course of a half term.

When students are integrating into core subject lessons, we will ensure there is EAL support in some lessons (CPO). Here we can monitor their progress and wellbeing and support teachers with adapting lessons to meet need (ATO).

Students will automatically be transferred to our phonics intervention lessons on arrival and typically will continue in these groups when integrating into mainstream lessons.

Roles and Responsibilities

The EAL department caters for the needs of New Arrivals and EAL pupils. These learners include a wide range of pupils, from complete beginners to pupils with a higher level of proficiency in English. They are from diverse backgrounds and cultures as shown by the number of languages spoken among the school community.

EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils. The whole staff team is responsible for ensuring that EAL pupils achieve a broad curriculum.

All teaching staff:

• To have an understanding of the English language levels of the students that they are teaching;
• To monitor progress in English language acquisition
• To report any concerns regarding a particular student
• To differentiate for EAL students in their classes where needed, referring to Bell Foundation Strategies
• To communicate effectively with EAL specialist staff as and when appropriate
• To ensure that students are welcomed into the classroom and that provision is made to help students to be socialised with their peers.

EAL Teaching Assistants

• As above

EAL co-ordinator and EAL teacher

• To implement Academy's school's EAL policy
• To liaise with, advise all staff on EAL matters as and when appropriate
• To coordinate support for students with EAL
• To organise the regular assessment of EAL students and to manage the EAL register
• To deliver ESOL /Functional Skills programmes of study and to organise relevant assessments thereof
• To deliver staff training and share EAL information and data across the school
• To keep up to date with current research and good practice in order to develop new and innovative practice and share knowledge/best practice with staff
• To ensure that the profile of EAL and our cultural and linguistic diversity is high across the school
• To ensure communication between the EAL department, students, parents, external agencies and staff is effective and regular as required
• To regularly review and develop departmental practice, policy and support for students

Special Educational Needs

OALH recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to SEN provision, in addition to EAL support.