

EAL provision at St Cleopas



Our Academy Vision is inspired by this bible verse:

John 13:34 “As I have loved you, so you must love one another, then everyone will know that you are my disciples”.

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

Our Academy Values: At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

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EAL - Intent, Impact and Implementation

Intent

At St Cleopas, we have an increasing number of children joining our Academy with English as an additional language. We are committed to providing a supportive and inclusive learning environment where every student, regardless of their language background, can thrive academically and socially. We ensure that all learners have access to high-quality teaching, tailored class-based support and opportunities for language development. Through targeted interventions, responsive teaching practices and collaboration with families and communities, we strive to empower EAL students to reach their full potential and become confident, proficient English speakers and learners.

Implementation

The successful implementation of our EAL provision at St Cleopas involves a systematic approach that addresses the diverse needs of EAL pupils effectively. This system consists of the following key strategies:

1. Initial meeting for new starters and their parents:

We facilitate initial meetings with parents and our EAL lead. This allows us to carry out initial assessments to determine the linguistic proficiency of the family and the child's educational history, language needs and cultural background.

2. Targeted Language Support:

We provide our EAL pupils with tailored language throughout dedicated teaching assistant support, small group language sessions, Flash Academy intervention sessions and bilingual resources to scaffold learning.

3. Integrated Curriculum

We ensure that all EAL pupils have access to a broad and balanced curriculum. We integrate language development opportunities within the mainstream curriculum, ensuring that EAL pupils learn subject-specific vocabulary and the knowledge and skills required for them to make good academic progress.

4. Cultural Inclusivity:

We promote cultural inclusivity through diverse representation in our teaching resources, celebrating international events and festivals and providing opportunities for pupils and their families to share their cultural backgrounds within the Academy community.

5. Collaborative Partnerships:

At St Cleopas, we establish effective partnerships with a range of services such as EMTAS that support children and families who are new to country and/or have English as an additional language. We also make links with other local Academics and those in our Multi Academy Trust to share ideas and resources to improve our offer for our EAL pupils.

6. Continuous Professional Development:

We provide ongoing training and support for all staff to develop their understanding of EAL pedagogy, cultural awareness and effective strategies for supporting language learners in the classroom. Training is delivered both by our EAL lead and by external agencies on a regular basis.

Impact

The impact of our EAL provision across the Academy is measured in various ways:

1. **Academic Progress:** Measure and track the academic progress of EAL pupils, including their attainment levels and progress against national benchmarks, to ensure that they are making continuous improvements in their language and subject-specific skills.
2. **Language Proficiency:** Assess the linguistic development of EAL pupils over time, monitoring their proficiency in English and other languages spoken, aiming for accelerated progress in both social and academic language skills.
3. **Social Integration:** Evaluate the social integration of EAL pupils within the Academy community, observing their participation in extracurricular activities, interactions with peers, and sense of belonging to the broader Academy culture.
4. **Parental Engagement:** Monitor and enhance parental engagement with EAL families, seeking feedback on the effectiveness of support strategies and involving parents in decision-making processes related to their children's education.
5. **Staff Expertise:** Reflect on the professional growth of staff in implementing effective EAL strategies, encouraging a collaborative approach to sharing best practices and learning from successful interventions.

EAL policy

Aims and Objectives

At St Cleopas, it is our fundamental aim to ensure that all pupils, irrespective of their language, background, or prior Academy experiences, are provided with equal access to learning opportunities. Our objectives are geared towards eliminating barriers to learning, fostering an inclusive environment that recognises and respects pupils' mother tongues and celebrating the diversity of our multi-lingual student body.

We are committed to supporting pupils in their English language acquisition journey, thereby empowering them to independently engage with the curriculum. By adopting strategies that cater to individual learning needs and linguistic abilities, we aim to enable all pupils to feel valued and integral to our Academy community.

We aspire to create a nurturing educational setting where every pupil feels a sense of belonging and is motivated to achieve their full potential academically and socially. Our approach is underpinned by respect, inclusivity, and the belief that linguistic diversity enriches our Academy.

Legal requirements of EAL provision

In the realm of education in England, it is paramount that, as a Academy, we understand the legal obligations and considerations surrounding the provision of support for pupils with English as an Additional Language (EAL). As per the Department for Education's *Academys, Pupils and their Characteristics* report from July 2020, a pupil is classified as having English as an additional language if they are exposed to a language at home that is known or believed to be other than English. It is crucial to note that this classification is not indicative of the student's English language proficiency levels or a definitive marker of recent immigration status.

Academy context

At St Cleopas, we have a growing number of EAL pupils. **24% (as of June 2024) of our pupils currently on role are classified as having English as an additional language.** Over 50% of our EAL pupils are also eligible for Pupil Premium. Our pupils have a wide range of first languages including: Chinese, Farsi, Persian, Kurdish, Romanian, Ukranian, Mandarin and Arabic.

Key principles for English language acquisition

At St Cleopas, we uphold key principles for English language acquisition that include innovative strategies to support language development. We implement targeted interventions such as *Racing to English* and *Flash Academy* to enhance language skills, enabling our students to become proficient in English. These interventions are designed to engage and empower students in their language learning journey.

However, we also recognise the importance of maintaining students' home languages. We actively encourage children to converse in their first language with their families, fostering a strong connection to their cultural heritage. By embracing and celebrating our students' first languages, we create a supportive environment that values diversity and promotes inclusivity.

EAL teaching and learning

To ensure the academic success of our EAL learners, we have implemented a range of targeted strategies that focus on their language development and overall learning experience. Such strategies include:

- The use of *peer language buddies*
- Utilising *visual aids* such as word mats and graphic organisers
- *Pre-teach subject-specific vocabulary* using tools like Flash Academy
- Provide children with *targeted language interventions* using resources such as Racing to English and Flash Academy
- Using *talk for writing strategies* to foster confidence in written expressions.
- Employing techniques such as *substitution tables and colourful semantics* interventions to promote vocabulary expansion and sentence construction
- *Phonics interventions* are also utilised to strengthen phonemic awareness and spelling proficiency among EAL learners

Assessment and monitoring

In EYFS and KS1, our pupils are assessed on a termly basis using the NASSEA assessment framework. Children are assessed in four key areas:

1) Personal, social and emotional development

English language proficiency

	Step 1			
NASSEA	PSED	LAU	Speaking	Reading/ writing
Summer 2024	Ex	Ex	Ex	EM
	Step 2			
	Ex	Ex	EM	EM
	Step 3			

2) understanding

3)



Language and

Speaking

4) Reading and writing

In KS2, pupils are assessed on a termly basis using the Flash Academy assessment stages. Children are assessed in four key areas:

Baseline 2024
Set: 24/4/2024
Completed: 24/4/2024

View

- 1) Reading
- 2) Speaking
- 3) Listening
- 4) Writing



The EAL lead will monitor assessment data on a termly basis to ensure that teachers are completing and recording assessments and that children are making good progress. Progress and attainment data of children's academic performance is recorded on Arbor and monitored by the EAL lead.

SEND

At St Cleopas, we recognise that language needs should not be confused with SEND needs. Therefore, we meticulously record and support children's SEND and EAL needs separately, acknowledging the unique challenges each group may face.

Our decision-making process aligns with The Bell Foundation's recommendation that if a pupil is not progressing at the expected rate compared to their peers after 6-12 months in a supportive learning environment with EAL support, further investigation is warranted. However, it is imperative to consider the specific context of the individual pupil to tailor our interventions effectively.

We follow the SEND code of practise and our Academy's SEND policy if there are concerns that a child with English as an additional language has a special educational need.

Resources

We utilise a range of resources across the Academy to support children in their acquisition of the English language:

<u>Interventions</u>	<u>Online websites/games</u>
SEEMA	Rollama
Flash Academy	EAL Hub
Colourful semantics	The EAL Academy
Primary Texts	Teach Primary
EAL Service Aberdeen	Learning Village
EMASUK	ESL Games
	Learn English Kids
	Early learning HQ

New to country EAL pathway

