

St Mary's College Hull



Policy on provision for students with EAL

English as an Additional Language

Updated 22/7/09

St. Mary's College Policy on students with English as an Additional Language

The Mission of St. Mary's College

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as yourself” (Mk 12:30-31)

St. Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

Introduction

As a Catholic College we adhere to the principle that Christ is the foundation of everything we do and the gospels provide us with our guidance and inspiration.

We are committed to:

- Treating every student with respect and dignity
- Celebrating the enrichment of our college community which flows from diversity of age, gender, race, religion, culture and social origins
- Ensuring that all are given every opportunity to develop their talents and abilities to the full
- Helping students understand both their own, and others' cultural identity and heritage
- Caring for all those who are socially, academically, physically, or emotionally disadvantaged.
- Fostering beliefs in social and racial justice and harmony and
- Preparing students to take these values and beliefs into the wider world

General Aims

The aims of the College are achieved through the policies of the National Curriculum Core and Foundation subjects. Each student's entitlement is recognised. This operates irrespective of gender, race, religion, disability, or other factors. The objective is to ensure the fullest possible participation of all students, and to enable them to achieve their full potential within the context of the College.

Teachers, parents, non-teaching staff, and members of the wider community support the development of the students within a stimulating environment. The language and culture of all students is valued within the College.

EAL

The aim in teaching English as an additional language [EAL] is that all students should be able to:

- Use English confidently and competently
- Use English to gain access to the College curriculum.

General description of the College Population

Students come from all over the world and have settled in a wide area in and around Hull. They come from a variety of social and socio-economic groups.

There are 8 main feeder schools and over 20 other.

About 15 % of our students have English as an Additional Language of which 13% require additional EAL intervention and support.

There are four main groups of EAL students within the College:-

- Students whose families have moved to Hull for **economic** or **family reasons** and who intend to remain in Hull for a long time, or permanently.
- **Elite bilinguals** or students who are here for a short time, and whose parents are studying, for example, at the university.
- Children of **Migrant workers from the EU**.
- Students who are here for **political reasons**; refugees and those seeking asylum.

Languages Spoken:

Acholi	Mandarin
Arabic	Norwegian
Bemba	Ndebele
Cantonese	Persian
Chichewa	Polish
Danish	Portuguese
Estonian	Russian
Farsi	Serb-Croat
French	Shona,
Gikuyu	Spanish
Greek	Swahili
Hindi	Tagalog
Igbo	Tamil
Italian	Telugu
Konkani	Turkish
Kikuyu	Toga
Latvian	Urdu
Lithuanian	Xhosa
Malayalam	Zulu

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Welcoming Environment

The college provides a welcoming environment for students and families from other countries:

- Multilingual welcome signs
- Translation and interpretation facilities
- In class support
- Special EAL classes
- Special EAL intervention and support
- Family EAL support
- Monitoring of racist incidents and provision of clear-cut guidelines on positive attitudes to other cultures within college context.
- Links with other countries

Initial visit to the College and Induction

- Parents and students have an initial meeting with the Colleges Admissions and Pastoral staff, during which as much information as possible is learned about previous schooling, language background etc.
- Translators and interpreters are provided if necessary
- A tour of the College is provided for students and parents
- A timetable is prepared for students, appropriate to their level of access to the curriculum, including individual language support if needed
- 'Buddies' are provided, to help the student to settle in.

Assessment (initial) and target setting

- A National Curriculum assessment (**GOAL**) is given to students in order to provide an indication of National Curriculum levels in English. This test gives a measure of performance against peers.
- EAL Support Teachers may also carry out a more detailed analysis of students' ability in English, which can be summarized and passed, to mainstream staff to help them with differentiation and planning.
- EAL Support Staff may ask mainstream staff for information about student's level of access to the curriculum, motivation, and willingness to communicate in class. This information is then used to plan appropriate support for EAL students, enabling them to gain greater access to the curriculum in College. .

Ongoing assessment

- GOAL (N.C) assessment is updated regularly
- Regular assessment processes of the college
- External examinations including SATS
- Specific language exams e.g. IELTS [International English Language Testing System]
- Students are encouraged to take exams in their home language.

EAL Support

Students are allocated individual/small group support time from staff who:

- Support their development of the English language
- Help students gain access to the curriculum in College
- Provide appropriate pastoral help and guidance
- Liaise with mainstream staff
- In-class bi-lingual support
- Special intervention and support at key times, e.g.-coursework and exam preparation

Other sources of support for EAL students

- Peers
- Buddies.[same age-for the induction period and 6th form thereafter if needed]
- Personal tutors, Head of Year etc.
- CSAs and Learning Mentors within mainstream classes
- After school support clubs and intervention programmes.
- Shared language speakers amongst students and staff

Mother Tongue and Culture

- Both the language and culture of the students are valued within the College context.
- Students are encouraged to use their home language in College where appropriate and translation/ interpretation is provided when necessary.
- **International week** provides a context, which enhances the profile of the ethnic minority students. It also enables other students in the College to learn about and appreciate the richness of other cultural traditions and values.

Differentiation and planning

Mainstream staff differentiate and plan for EAL students using the information provided by

- Goal (N/C assessment)
- EAL bi-lingual staff

Teaching and Learning

Teachers endeavour to fulfill the following:-

- Ensure vocabulary work includes the academic and technical as well as the everyday meanings of words, metaphors, idioms etc
- Provide effective opportunities for talk within the classroom.
- Encourage students to transfer skills, knowledge and understanding from one language to another
- Use accessible texts and materials suitable to level of students' English
- Provide support through ICT, video and audio materials, dictionaries, readers etc.
- Encourage students to use home language to aid the conceptual process.
- Use alternatives methods of recording - i.e. matrices, diagrams, tables, tapes, etc.
- Give students opportunities to talk through ideas before writing, and reading back in order to self-correct
- Identify and explain key words (mentors, peers, EAL staff etc can help with these if necessary).

Homework

- Students are given realistic and accessible homework tasks.
- Help and support is available form by the EAL staff.
- Tasks may involve watching videos, listening to tapes etc.
- Students are encouraged to join after College homework clubs.

Examinations and Testing

Extra time is applied for and bi-lingual dictionaries are made available.

External examinations including SATS.

Students are expected to sit public exams.

Permission is applied for the following arrangements to be implemented:

- Additional time
- Transcribes
- Early opening of test packages
- Readers
- Use of bilingual dictionaries

Arrangements are reviewed on a regular basis.

EAL Student Database

A database of EAL students is kept on the staff shared area, this includes:

- Language(s) spoken
- Home country
- National Curriculum Level of English on arrival
- Current NC level

- Date of entry to the UK
- Date of entry to the school
- Gender.
- SEN/Medical notes/alerts
- Access information appropriate to exams

Links with families

The College develops and maintains links with families; feedback on progress is regularly passed on, with translation or interpretation support if necessary.

The College hosts a **Saturday Community Language School and classes in EAL for parents.** The College also works in collaboration with Adult Education in signposting ESOL provision in the city.

Resources

The College will continue to build up a bank of resources including:

- Bilingual Dictionaries-[students must buy their own]
- Photo and Speaking Dictionaries
- Information books and reading books at appropriate reading level
- Photocopiable books and worksheets
- Atlases and maps
- Cultural information
- Tapes and videos.
- ICT and e-Learning resources
- Home language books

Religious and Cultural Awareness

There is an acknowledgement of different cultures and religions among students.

- It may be necessary for students to have time out of college for religious observance.
- Sensitivity is shown during periods of fasting, e.g. Ramadan

The presence of students from different cultural backgrounds is viewed positively and is seen as providing opportunities in the area of spiritual, moral, and cultural development and PSHE across the College.

Monitoring and EMTAG funding

EMTAG grant funding is carefully and regular monitored.

The funding is spent on:

- EAL tuition delivered by part-time staff who are experienced teachers in this area
- Management of EAL provision and the
- Monitoring of student progress and achievement, both on an individual, ethnic and language- group basis
- Additional teaching and learning resources
- Staff training.

Training of Staff

NQTs and GTP teachers receive training in EAL issues. Training opportunities are also available for mainstream staff, the governing body, and EAL support staff in order to help them provide the maximum possible support for EAL students within St Mary's College. The College has introduced a PAP weeks [Planning and Preparation]. This provides a formal structure for teaching staff and EAL staff to plan, prepare, review, and discuss pupils learning, their issues, and progress.

This policy complements the teaching and learning policy within the College. Consideration of EAL issues also takes place within other College policies, especially the Race Equality Policy. EAL students are only placed on Special Needs Register or receive attention from SEN staff where their needs extend beyond those of learning English.

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