Saint John's College

English as an Additional Language (EAL) Policy

Mrs G Firth   May 2011
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Introduction

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who have a home language other than English or Welsh and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school. Throughout this policy, pupils who are bilingual or multilingual are referred to as EAL pupils.

'Bilingual ... the term is currently used to refer to pupils who live in two languages, who have access to, or who need to use two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages.' (Cited in Hall, D 1995, - Assessing the Needs of Bilingual Pupils, London, Fulton).

Historically as a major shipping port, Cardiff has welcomed people from across the world and continues to be a modern culturally diverse city. The number of home languages spoken within Cardiff has continued to broaden. There are several factors which impact the achievements of pupils with EAL. These include: the age of the child learning English, the child's competence in his or her first language *Cross 2011*, frequent school moves, parental education and socio-economic factors. Within schools provision is left to interested individuals rather than a cohesive whole school approach and difficulties in assessing EAL pupils who may have SEN.

*'Nearly ten percent of school pupils in Wales are from an ethnic minority group with over 100 languages and 140 dialects spoken by pupils. Although not all will have a language support need, in 2010 an OECD (Organisation for Economic Cooperation and Development) report on migrant education identified that children and young people from immigrant families often have more restrictive access to leave school earlier and have lower academic achievement than their native peers. It also reported that education outcomes are significantly affected when the language spoken in the home is not that spoken in the classroom, **even for second generation migrants born in the country** where they go to school. In the last five years the percentage of EAL pupils in Welsh schools has remained at between 6 percent and 7 percent.' Evaluation Report on Capacity Building Approaches to support the delivery of English as an additional language in Wales, September 2015*

The Academic Achievement by Pupil Characteristics report published 28th January 2016 found that pupils from a Chinese ethnic background were achieving better than any other ethnic group at the Foundation Phase and each key stage whereas Black

pupils continued to be the lowest achieving ethnic group at key stages 2 and 4. Overall EAL pupils who were competent or fluent performed particularly well. It is vital that the abilities of EAL pupils are not underestimated and that different ethnic groups are presented with positive role models.

The document, *Aiming High: Raising the achievement of minority ethnic pupils*, which was published in March 2003, outlines the Government's commitment to continuing to raise standards for all young people whatever their ethnic or cultural background and ensuring all education policies truly address the needs of every pupil in every school. The 2010 Equality Act prevents discrimination of pupils on grounds of their race, ethnicity or beliefs.

Saint John's College is committed to providing a quality education in English for pupils from a variety of culturally and ethnically diverse backgrounds and to providing support for pupils functioning below the fluency of their peers in the English language. The School recognises the important role that teachers play in developing language acquisition and also acknowledges the importance of mother tongue development. As Saint John's College welcomes pupils with a variety of linguistic backgrounds, the EAL policy is flexible, allowing for individual approaches and for teachers to create appropriate courses for individual students. The development of language skills plays an important part in supporting the School's mission statement. Saint John's College not only aims to prepare students academically for university but also for their place in society, as world citizens, who are responsible and self-confident and who are imbued with a sense of caring for others. Within the school community many languages exist side by side and pupils are encouraged to compare languages and the cultures that are associated with them.

Context

Pupils generally arrive in school with some prior experience of school and with some literacy skills in their home language. Older students have often achieved qualifications at a higher level in their home language but may have limited English. Younger pupils are usually permanent settlers and resident with their families. Older students may be living with host families and intend to complete GCSE or A level courses. However, a small number of pupils arrive in school having had little or no exposure to the English language and the culture of Wales.

In April 2011, approximately 31.2% of our school population are from a minority ethnic group or of mixed ethnicity. Of these, 25.2 % have been identified as bilingual or EAL pupils.

In November 2016, approximately 52% of our school population describe themselves as white British or European, with around 19% of our school population from an Asian Indian background, 10% are of Chinese origin, other pupils are of mixed ethnicity. Of those pupils from ethnic minorities 26% have been identified as bilingual or EAL pupils. Our EAL pupils are predominantly from Asia (India, Korea and China) with a wide range of cultural experiences and different linguistic backgrounds. The languages spoken at home by our pupils include Arabic, Punjabi, Bengali, Catalan, Hindi, Shona, Spanish, Malayalam, Urdu, German, Tamil, Telugu, Kannada, Italian, Kurdish, Assyrian Persian, Korean, Mandarin, Cantonese, Russian, French, Farsi, Konkani, Romanian and Sinhalese as well as Welsh and English.

Learning an additional language is a long-term process. Whilst social fluency may be acquired within two years, it may take EAL pupils several years to gain the skills and understanding to participate fully in education, in-line with mother tongue speakers of English. The Pupil Level Annual School Census (PLASC) records pupils by the stage of their language acquisition using a five point scale.

A. New to English *(new arrivals with only one or two words of English)*

 B. Early acquisition *(beginning to speak using simple sentences to convey immediate needs and share experiences)*

 C. Developing competence *(will still need support with vocabulary, grammar and sentence structure)*

D. Competent *(for older students those working at GCSE standard)*

E. Fluent *(matches development of a native speaker)*

The italics are our aids to recognising pupils' levels.

Philosophy

At Saint John's College we firmly believe that language learning is most successful, for both EAL speakers and early bilingual learners where it is taught within the context of the mainstream curriculum. The cultural diversity brought to our school community by EAL pupils enriches the experiences of all pupils and is beneficial to everyone. We aim to provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate. Staff and pupils value and make use of the cultural and linguistic diversity within the school community. We are proactive in removing barriers that stand in the way of EAL pupils' learning and success by ensuring equal access to the curriculum and other educational opportunities. We aim to ensure each individual achieves his or her educational potential. The contribution of parents/ host families to the young person's education is seen as vital to continuing progress.

Admitting New Pupils and Placement in Teaching Groups/Classes

We follow the school's normal admittance procedures although interviews may be held via video conferences. The school has a website in China for parents to access. We try to collect and record the following information:

Country of origin

Date of arrival in U.K.

Pupil's first language

Other languages spoken at home/by pupil

Pupil's previous levels of achievement in their first language

Links with pupils already in school

Information on the pupil's educational background and prior attainment is sought whenever possible. CAT scores are used to guide teachers: in particular quantitative and spatial awareness scores often indicate the pupil's academic potential as these aspects are less reliant on language proficiency.

Parents, carers, guardians and pupils are taken on a tour of the school and introduced to key personnel, including the member of staff responsible for Safe Guarding. They are provided with appropriate information about the school including a timetable, room plan, diary and uniform list. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately. Although some students chose to be known by an alternative western name that they have selected, we respect their right to decide. Home visits to host families may be undertaken by the member of staff responsible for Safe Guarding or members of the SLT. Pupils are asked about their relationship with the host family. We do not arrange placements however we believe that it is essential that pupils are happy and supported during their stay in Wales.

We recognise that EAL pupils, who may be new to Wales and to the English language, need continuity and security as they start school. We therefore aim to make an early decision about teaching groups/class placements and remain with it unless we discover the pupil is seriously misplaced. This enables pupils to form friendships with their peers and develop good working relationships with their teachers.

EAL pupils have access to a varied and diverse curriculum, participating in additional sport and music activities, many pupils join the school orchestra. EAL pupils are taught with their peers in groups with fluent English speakers who will provide them with good language models. EAL pupils are placed in as high a set as possible with their intellectual equals. Reading and spelling tests are use judicially, for example a pupil may be in a higher set for maths.

The placement of EAL pupils in a lower year group might be considered but we will only do this after careful consideration and negotiation with parents. As pupils commence their GCSE courses in R14/Year 9, it may be beneficial for a pupil who is rising 15 to go into the year below. Pupils requiring additional support may take one less GCSE subject in order to focus on the remaining subjects. Pupils use this additional time to either work on their English skills or attend additional classes in the remaining GCSE subjects.

Saint John's College- objectives

All bilingual EAL pupils are entitled to equal opportunities of educational success. EAL pupils participate in and gain access to mainstream National Curriculum provision. They participate in a range of after school activities, sporting fixtures, performances, school visits and residential trips.

We will ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision. We will support EAL learners in their acquisition of English language skills across the curriculum. We provide a range of teaching and learning activities to meet curriculum demands recognising different learning needs and styles.

We try to ensure that our EAL pupils attain their National Curriculum goals and public examination grades appropriate to their abilities and effort. We will assess and monitor the progress of our EAL pupils' acquisition of English, their general level of achievement and attainment in public examinations and end of Key Stage assessments. Parents receive progress reports and have the opportunity to meet with teachers. There are teachers within the school who speak French, Spanish, German and Chinese who are willing to assist with communication and translation. Teachers are encouraged to seek and make use of appropriate advice, guidance, support and training.

We will give our EAL pupils:

- The knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- The skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.
- The knowledge and skills to use English to understand and produce written texts.
- Well planned, mainstream lessons in appropriately organised mainstream classrooms providing the best environment for the acquisition of English.
- Individual support to enable pupils to follow examination courses and to acquire English language skills. We recognise EAL pupils are not a homogenous group; their needs vary according to a range of factors.

To become fully competent in the use of curriculum and academic English is a long process; we recognise that EAL pupils require long-term support to acquire key concepts and to understand and consolidate spoken and written language required in mainstream lessons at an advanced level.

Guidance for Inclusive teaching and learning

EAL pupils can benefit at the earliest stage from:

- hearing well-structured English language
- explicit links between spoken and written language
- making comparisons between first language and English
- rich visual support
- demonstration, modeling and investigation of language structures and functions
- experimentation in small groups
- active reading activities where they can rework content and ideas in their own words
- using first language/English dictionaries
- If studying a MFL, recording work both in English and their first language.

Where teaching is well matched to their needs, EAL pupils will benefit strongly from the Framework for Excellence-based teaching as it promotes:

- explicit attention to language learning
- frequent pupil–pupil and pupil–teacher talk
- the development of knowledge about language
- the use of helpful models of spoken language in real contexts.

Pupils who already understand principles of phonology, spelling and grammatical conventions in another language will be able to use that knowledge when working on relevant objectives. The teacher will encourage them to draw on their first-language skills to aid new learning, for example, through explicit comparison of word order in the pupils' first language and in the target language.

At Saint John's College we plan for and provide appropriate stimuli for language development and encourage EAL pupils to use English by generating opportunities for active participation in lessons, allowing time for pupils to formulate an answer. Teaching staff consider and if necessary adapt their own language and provide suitable contextual clues for EAL pupils. We will explicitly teach topic and subject specific vocabulary providing curriculum opportunities to develop listening, speaking, reading and writing skills. As necessary, teachers model both spoken and written language providing tools for EAL pupils such as writing frames. We support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness), genre features and characteristics (narrative, reports, etc).We aim to promote study skills and attitudes that enable EAL pupils to become independent learners but encourage parents or host family participation and support in EAL pupils' learning by checking diaries and

homework tasks. We are aware that our school culture and environment (e.g. teaching, learning, procedures, routines and practices) may differ from the school culture with which our EAL pupils are familiar.

Roles and Responsibilities

There is a **collective responsibility**, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

The **EAL co-ordinator** is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work. Responsibilities include: bringing the presence and needs of current EAL pupils to the attention of colleagues via the ALN register or classroom monitor, responding to requests for information about EAL pupils, ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum and arranging additional support in particular for GCSE and A level students within the constraints of the school budget.

The EAL Teacher works in partnership with mainstream teachers to tailor curriculum content and delivery to the needs of the individual pupil. The content of the EAL teacher's lessons is then directly negotiated with the student. The EAL teacher is responsible for planning lessons and keeping individual records including writing reports to parents. The EAL teacher, by providing differentiated material and reinforcement activities, enables EAL pupils to continue to access the mainstream content of specific courses. If appropriate the EAL teacher may be asked to teach pupils in R15 and R16 who are following an alternative certificate to GCSE English. The EAL teacher also responds to requests for information about EAL pupils and gives advice and guidance to subject teachers.

The **Head of Sixth Form** and the **Heads of Year or form teacher** are responsible for assigning EAL pupils a peer mentor who is willing to help students integrate into the existing social groups within the school.
We aim to encourage pupils to make friends and participate in age appropriate cultural activities such as chess club and excursions outside of school, such as attending a rugby match, shopping trips or going bowling with their peers.

The Examinations Officer will apply for extra time for those pupils who meet JCQ requirements currently having been taught in English for less than two years. The full regulations are published by JCQ each September. Pupils may be able to use a bilingual translator subject to regulations.

Assessment, Record Keeping and Information Transfer

In September 2013 Estyn issued supplementary guidance for education inspectors on equality, human rights and English as an additional language. The guidance requires inspectors to ask providers about first languages spoken by pupils and students, and the numbers of EAL learners. We ask parents and pupils (R12 and above) to complete a form asking for the pupil's ethnic background and the languages spoken at home. Parents may ask for this not to be recorded. The information gathered enables the college to direct support and plan for future developments. It helps teachers identify pupils who may require additional help when writing complex assignments and those pupils who may not have support from home with English language based tasks.
The school maintains a record of EAL pupils. All relevant information is disseminated to teaching staff or to other schools. Pupils are assessed and records maintained (on paper and electronically) in line with whole school policy, including reporting to parents. Interpreters are welcome to attend any Parent Consultations.

Teaching staff need to ensure that any assessments are not culturally biased against pupils from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups. Care should be taken when assessing bilingual EAL learners who might also have Special Educational Needs (SEN). The numbers of these pupils should be in the same proportion as found in the monolingual population. Having a home language other than English or Welsh is not a learning difficulty.

Key Question: How does Saint John's College support EAL pupils?

We have a whole school approach to provision and support all staff are required to follow the school's philosophy and policy.

Data is collected on admission to the school but may be requested again to ensure the information is current.

Teachers are able to access information on the pupil's home languages.

The progress and achievements of EAL pupils is tracked alongside first language pupils. Individual pupils are supported and monitored as needed. EAL pupils achieve excellent results within the cycle of school and external examinations with many pupils progressing on to university.

Pupils in the sixth form gain International English Language Testing qualifications (IELTs). In some instances pupils may sit GCSE or A levels in their home language, for example Chinese. The college has a Chinese speaking teacher who supports pupils in the 6th form. Pupils may also have lessons in English whilst studying A level sciences or maths. Some pupils may spend longer than two years to obtain A level grades commensurate with their cognitive levels.

Occasionally pupils may be advised to sit an alternative examination more appropriate to their skill level within a subject.

New pupils with limited language skills are given extra support by a learning assistant, a member of the English department or occasionally placed in the year below. For example a five year old may join the reception class for their first term before moving into R6 once written and spoken communication skills are sufficiently developed.

All teachers aim to engage with the pupil's home language and culture; trying to relate topics to the pupil's home country, religion, food, music, economics, geography and politics. Pupils are invited to share their experiences and develop their language skills.

Teacher's use resources and images which reflect the diversity of our school and the global community. Teachers' include role models from different ethnic backgrounds,

cultures and religions. Stereotypes must be avoided. Teachers have high expectations, encouraging and promoting EAL pupils to achieve their goals.

EAL pupils are initially assigned a buddy to help him or her negotiate moving around the building and making introductions. This can be a pupil who speaks the same language or a pupil with good social skills. The buddy system is also used within lessons to help EAL pupils with reading and tasks can be adapted to allow partnership working. Pupils with EAL are asked to participate in reporting back to the class in a supportive environment, initially the teacher can help the pupil prepare a simple sentence. Checklists are available to assist new arrivals and focus teacher support within lessons.

Mr Goode has undertaken training in the teaching of EAL. This is a possible area for future INSET for all staff. Teaching staff have previously received in-house CPD on EAL policy and strategies.

Mrs Jones in her Safe Guarding role meets with pupils who may be having difficulties with their home placements and liaises with service providers. Some pupils feel homesick as they may not be living with their families others need help to learn to respect the rules of their host family.

EAL pupils complete assessments to determine their level of spelling and reading. This information is shared annually so that teachers can provide differentiated material if necessary and support pupils within lessons with literacy skills. Progress is tracked and monitored with data being placed on Classroom Monitor.

EAL pupils are asked to purchase an electronic dictionary to aid translation. Individual pupils should also build up a vocabulary book to assist with the learning of new words. Teachers can also record one or two subject specific words that they wish the pupil to learn that week.

Mrs Jones in her Safe Guarding role meets with pupils who may be having difficulties with their home placements and liaises with service providers. Some pupils feel homesick as they may not be living with their families others need help to learn to respect the rules of their host family.

EAL pupils are asked to respect the religious ethos of the school and all pupils are encouraged to attend church and assemblies. The college also recognises that some pupils will have particular religious observances, for example older girls may cover their hair in accordance with uniform regulations. The kitchen offers vegetarian food options and a range of meat or fish dishes each day. Parents may request time away from school for religious celebrations.

The key process for inclusion of EAL learners in mainstream provision is differentiation.

Teachers may adapt the curriculum content and task to the needs of the individual EAL pupil. For example an individual pupil may require: challenging extension work in mathematics, providing with a key words glossary and revision notes in science, using scaffolding and teacher support with redrafting for an essay question in history and by taking English language using the time usually spent studying Shakespeare to improve comprehension skills.

Teachers use a variety of tasks to facilitate learning and involvement of EAL pupils. For example in pairs pupils are asked to place statements in order of importance and to explain their decision. Visual clues may be given to help an EAL pupil record an experiment or a pupil may take photographs of each stage of the process as an alternative method of recording. Teachers are expected to include provision for EAL pupils within their lesson planning.

EMAS recommends a holistic approach to primary education that addresses basic skills of literacy and numeracy alongside creative, physical and social development. EMASs were all confident that provision in the Foundation phase was inclusive and effective with EAL learners, since there was a strong focus on language development.

For school examinations EAL pupils may be granted extra time and the use of a translator or be supported by a teaching assistant. Arrangements will be agreed with the form teacher within the primary department and for older pupils the subject teacher may wish to set an alternative paper to showcase the pupil's achievements.

Appendices

Guidance for teachers in settings with little or no access to expert Support

Strategies to help the beginner in the classroom

The following suggestions for teachers draw on guidelines developed by Manchester City Council's Ethnic Minority Achievement Service and elaborate on the guidance to be found in the booklet *Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools* (DfES/0416/2004).

- Make sure the pupil knows your name. Introduce yourself and write it down for him/her.
- Demonstrate the meaning of instructions such as sit down, stand up, come here.
- Do not worry if the beginner says very little at first. Plenty of listening time is important when starting to learn a new language. There should be emphasis on communication rather than correction until the pupil is more confident in English.
- Pupils not familiar with the alphabet will need help with handwriting and correct use of capital and lower case letters.
- Involve the pupil in routine tasks such as giving out books and equipment.
- Wherever possible, include links within the curriculum to the culture and language of newly arrived pupils.
- Give the pupil opportunities to listen to the sounds and patterns of English, for example through audio tapes.
- Identify the key vocabulary and language structures of the text/activity.
- Although the pupil cannot be expected to understand the content of all the lessons, do try to give him/her a meaningful task that is related to the lesson. Integrate the pupil into the class activity as far as possible, while differentiating at his/her level. If they are to maintain confidence, pupils need to feel they can complete a task, such as copying words or sentences under pictures; matching pictures to names, words or sentences; filling in missing words; sequencing; text marking; labelling; matching sentence halves; filling in tables and grids; giving yes/no, true/false responses. Many of the above tasks could be used to develop listening skills and to focus the pupil's attention on key information during the teacher led parts of the lesson.
- Model or demonstrate the use of key vocabulary and language structures.
- Involve the pupil in using language from an early point of the lesson onwards.
- Provide opportunities for the pupil to repeat and produce the language in context, for example through well-planned pair or group work.

- The pupil will need as much of your time as possible to explain the tasks. If you are not available, encourage peers to assist.
- Encourage the use of bilingual and/or picture dictionaries.
- Encourage the use of home language for content learning, discussion and the development of new concepts. Support for the first language will enhance, not hinder, the acquisition of English. Whenever possible, pair the child with a proficient speaker of their home language.
- Exploit previously used language and link to pupils' experience.
- Pupils who are literate in their first language tend to make faster progress than pupils who are not. They should be encouraged to use these literacy skills to support their learning.
- The pupil could develop his/her own personal word lists.
- Provide visual support such as artefacts, pictures, videos, computer programmes and so on, to help comprehension.
- Using writing frames, word banks and sentence banks provides scaffolding to support learner independence and to model the language to be learned and practised.
- Use graphic organisers such as pie charts, graphs, pictograms, tables and grids to present curriculum content with reduced language input.
- Give feedback in a constructive way so that the pupil can use his/her errors as a learning tool.
- Allow the pupil time to summarise and reflect on what he/she has learned.
- Whenever possible, encourage parents/carers to support homework tasks.

Note: Newly arrived pupils will of course differ in terms of their previous educational experience and their previous experience of learning English as an additional language. Not all will be beginners in terms of English language development.

When the number of EAL pupils is considered a significant feature, inspectors are asked to comment on provision. Departments are asked to consider the following questions when completing self-evaluations.

• Is there a whole provider policy for supporting pupils who learn English as an additional language and, if so, is it implemented consistently?

• Is the environment welcoming for pupils for whom English is an additional language?

• Do teachers use information about the languages spoken by the pupils?

• Do pupils with English as an additional language have full access to the curriculum? Have any mainstream teachers undertaken training to help them understand the learning needs of pupils for whom English is an additional language?

• How close is the liaison between English as an additional language teachers and mainstream teachers?

• How are lessons in mainstream classes and, where relevant, during any withdrawal sessions, structured to meet the specific needs of pupils learning English as an additional language?

• Does the provider track the success of its English as an additional language provision by evaluating pupils' attainments and is it using the information to identify targets for improvement?

• Does the provider use the first language to support learning?

• How does the provider meet the needs of pupils with English as an additional language when no support teaching is available?

English as an Additional Language Plan

Form Teachers

- The pupil has a name card and I know which language(s) they speak. ☐

- I have assigned a peer mentor to look after him/her. ☐

- The pupil has a map of the building. ☐

- The pupil has a timetable and a diary. ☐

- The pupil has a dictionary or electronic translator. ☐

- The pupil has been shown where to go: at break times, for lunch, to wash hands and to change for PE. ☐

- The pupil understands key phrases Or I have given the pupil a list of key phrases. ☐

- The pupil has an alphabet card showing how to form the letters. ☐

Pupil _____ Preferred name _____

Form teacher_____ Date _____

English as an Additional Language Plan

Name of Pupil(s) and home language _____

_____

New Speakers: Introduce yourself, write down your name and subject. ☐

Give the pupil a copy of the alphabet, or key phrases also provide a subject glossary. Check he or she has a dictionary to look up words in their home language. ☐

Make sure the pupil has a peer to work with. Try to introduce the pupil to a pupil who speaks the same language. ☐

New speakers will understand more than they can speak so ask the pupil to help give out equipment, involve him/her as much as possible in the lesson. ☐

Speak slowly and clearly, do not shout. Model language for the pupil to repeat. ☐

Give the pupil a visual based task or ask them to find key words in their home language and record the meaning. Try to relate examples to the pupil's cultural and language experiences. ☐

English as an Additional Language Plan

Name of Pupil(s) and home language _____

More Confident Speakers:

Pupils are given a meaningful task that is related to the lesson which develops listening skills. The pupil is integrated into the lesson through the use of differentiated tasks.

☐

Pupils are able to copy words or sentences under pictures; match pictures to names, words or sentences; filling in missing words. Pupils can give yes/no or true/false responses.

☐

Pupils are able to sequence, mark text, label diagrams, match sentence halves, and fill in tables and grids.

Pupils are confident enough to read aloud. Pupils are able to write short answers independently.

☐

☐

Model the use of key vocabulary and language structures. The pupil is expected to use some English within the lesson, repeating and producing the language in context through well-planned pair or group work. The task may be explained individually to the pupil by the teacher or a peer.

☐

Encourage the use of bilingual and/or picture dictionaries or electronic translators. Recap on previously used language. The pupil is developing his/her own subject glossary.

☐

Provide writing frames, word banks and sentence banks as a scaffolding to support learner independence and to model the language to be learned and practised.

☐

Pie charts, graphs, pictograms, tables and grids are used to present curriculum content with reduced language input, along with artefacts, pictures, videos and computer programmes to aid comprehension.

☐

Feedback is constructive so that the pupil can use his/her errors as a learning tool. In lessons the pupil is given time to summarise and reflect on what he/she has learnt. The pupil is asked to research and present information to the peer group.

☐

Whenever possible, encourage parents/carers to support homework tasks. The use of the home language will aid content learning, discussion and the development of new concepts. If possible, pair the child with a proficient speaker of their home language.

☐

English as an Additional Language Plan

Name of Pupil(s) and home language _____

_____

Advanced or fluent speakers may still not be functioning at their chronological age in reading and spelling, particularly at GCSE and A level where an adult reading level is required. Provide a glossary of subject specialist terms, ask the pupil to translate these into his/her home language.

☐

Make explicit what is expected by question words such as contrast, define, examine. With written work explain any grammatical errors such as subject-verb agreement, missing a definite article or wrong tense used. Feedback this information to the pupil's support teacher or ask the Literacy co-ordinator for help with explaining the rules.

☐

Pair up pupils to proof read each other's work- this can be beneficial for English speakers in improving clarity.

☐

Ensure the pupil uses a dictionary or electronic translator. Encourage the pupil to develop his/her own subject specific glossary.

☐

Provide writing frames, word banks and sentence banks as a scaffolding to support learner independence and to model the language to be learned and practised.

☐

Pie charts, graphs, pictograms, tables and grids are used to present curriculum content with reduced language input, along with artefacts, pictures, videos and computer programmes to aid comprehension.

☐

Feedback is constructive so that the pupil can use his/her errors as a learning tool. In lessons the pupil is given time to summarise and reflect on what he/she has learnt.

☐

My name is _____

I like to be called _____

I am from _____

I speak _____

My form teacher is _____ Room _____

I can ask _____ for help.

My friends are _____

My Subject teachers are:

English _____ Room _____

Maths _____ Room _____

Science _____ Room _____

Art _____ Room _____

PE _____ Room _____

Computers _____ Room _____

Geography _____ Room _____

History _____ Room _____

_____ Room _____

_____ Room _____

_____ Room _____

_____ Room _____

Key phrases

Come in

Sit down

What is your name?

My name is

Get out your books.

You need a pen   and a pencil

You need a ruler   and some colours/felt pens.

I need some scissors   and glue.

It is playtime/break time.

I am lost.

Can you help me?

I am hungry.

I am thirsty. May I have a drink?

May I go to the toilet?

Where is ...?

Please

Thank you

Stand up

Home time

Can I play?

I do not understand.

Can you say it again?

English as an Additional Language Plan

Form Teachers

- The pupil has a name card and I know which language(s) they speak. ☐

- I have assigned a peer mentor to look after him/her. ☐

- The pupil has a map of the building. ☐

- The pupil has a timetable and a diary. ☐

- The pupil has a dictionary or electronic translator. ☐

- The pupil has been shown where to go: at break times, for lunch, to wash hands and to change for PE. ☐

- The pupil understands key phrases

  Or I have given the pupil a list of key phrases. ☐

- The pupil has an alphabet card showing how to form the letters. ☐

Pupil _____ Preferred name _____

Saint John's College

Ethnic background record form

Pupil's name _____ Form _____

Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. **Ethnic background is not the same as nationality or country of birth.** The Information Commissioner (formerly the Data Protection Registrar) recommends that young people aged over 11 years old have the opportunity to decide their own ethnic identity.

Please study the list below and tick **one box only** to indicate the ethnic background of the pupil or child named above. Please also tick whether the form was filled in by a parent or the pupil. You are required to return the form even if you do not wish to record your ethnic background.

White

- ♦ British

- ♦ Irish
- ♦ European
- ♦ Traveller/Roma
- ♦ Any other White background

This information was provided by:
Parent
Pupil

Mixed

- ♦ White and Black Caribbean

- ♦ White and Black African

- ♦ White and Asian

- ♦ Any other mixed background

Asian or Asian British

- ♦ Indian

- ♦ Pakistani

- ♦ Bangladeshi
- ♦ Any other Asian background

Black or Black British

- ♦ Caribbean
- ♦ African
- ♦ Any other Black background

Chinese

Hong Kong Chinese

Korean

Japanese

Any other ethnic background

I do not wish an ethnic background category to be recorded

If the pupil has arrived in the UK within the last two years please give the date of

entry this information is required for examination purposes only. _____

In order to help us plan our support for students for whom English is an additional language, please list the language(s) spoken at home by the pupil. Please also include Welsh speakers.

Main language(s) spoken_____

Additional language(s) _____

Please return the form to Mrs Firth via the school office within two weeks in the enclosed envelope.

Any information you provide will be used to compile statistics on the school careers and experiences of pupils from different ethnic background; to inform future planning and to help ensure that all pupils have the opportunity to fulfil their potential.