


# PADGATE ACADEMY

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## EAL Support at Padgate Academy

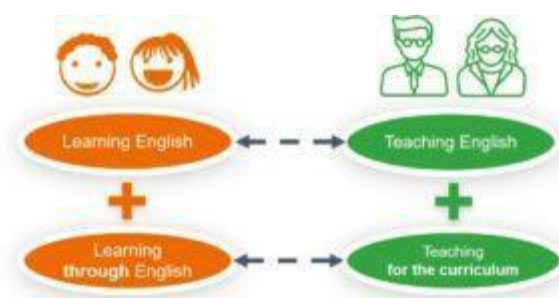




## Rationale

*Learners with EAL have a dual task at school: to learn English (language) and to learn through English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context.*

## **Bell Foundation**



## Principles of EAL

At Padgate Academy we subscribe to the [Bell Foundation](#) principles of EAL pedagogy

1. **Bilingualism and multilingualism are an asset** – *the ability to use more than one language is a valuable skill that learners who use EAL bring with them, regardless of whether they are New to English or not. Learners actively use the languages they already know to learn English.*
2. **Cognitive challenge should be kept appropriately high** – *high expectations around cognitive challenge should be maintained. Access to the curriculum is needed, but this does not imply the “dumbing down” of the content.*
3. **Learners’ proficiency in English is closely linked to academic success** – *Research has found that proficiency in English is the strongest predictor of academic achievement ([Strand and Hessel, 2018](#))*



## **Overview**

At Padgate Academy, we have over 30 languages other than English spoken by our students in the school with 160+ students in years 7-11 classes as having English as an Additional Language (EAL).

## **Transition**

In Year 6, EAL students are identified prior to transition with meetings between the EAL coordinator and the primary school to establish language proficiency and support needed. This will be logged on our data system, Arbor so that staff can access relevant information.

## **Induction Process**

Before a student begins at the Academy we collect as much background information as possible. At the student and parent induction meeting with the Pastoral Leader a welcome booklet in the students' home language will be given to the family. This contains essential information about the school such as timings of the day, uniform, what they will be studying etc. The Pastoral Leader will complete an EAL pupil profile with the student to help communicate initial information such as likes / dislikes.

When the student arrives for their first day the aim is for a student who is fluent in the student's home language will greet them with the Pastoral Leader to help them get settled during their first few weeks.

The Bell foundation recommends that students are not assessed immediately for English proficiency when they join a new school but rather that they should be allowed a period of a few weeks to settle in and get their bearings with a new environment. After a period of 3-4 weeks, the EAL coordinator will ask staff for any informal observations they have made and successful strategies they have used. The student will then complete a baseline assessment using EALSTAR. This gives a rating for the student's English proficiency which will be one of the following:

- A. New to English
- B. Early Acquisition
- C. Developing Competence
- D. Competent
- E. Fluent

This will be recorded on the student's EAL passport.



## **Intervention**

Students who are New to English, Early Acquisition or Developing Competence will be targeted for intervention which could include any or all of the following:

- Lexonik Leap – an intervention programme for EAL students that improves understanding.
- After school tuition in English
- CGP EAL resources for students to engage with at home.

In addition, EAL students can expect the following:

- A curriculum language may booklet which have key words and phrases they might use in lessons in the students' native language. Students will have their own copy.
- Staff translate materials for students who are in the first two descriptors into their native language to assist with understanding. These are used alongside the English resource.
- There is an EAL social club as part of the school's CAS activities where they can find support from others and the EAL coordinator.
- We have one Teaching Assistant with dedicated time to support EAL students.
- Students are encouraged to make notes in their native language if required.
- Students are given opportunities to practise their English speaking, reading & writing and to be given help to scaffold responses if required.

## **Curriculum**

EAL students are given access to the full curriculum.

Students will be taught in mixed ability groupings in years 7-9. When necessary and if possible, students are paired with a peer who speaks the same language to assist with communication and orientation.

At GCSE, in subjects where setting occurs, our aim is to place students in higher sets as per the Bell Foundation principle of cognitive challenge.

Students are encouraged to sit a GCSE in their first language, if available.



## **Classroom support**

We subscribe to the Bell Foundation's Underlying Teaching Principles:

### **Activating prior learning**

*Activities that enable learners to activate their prior knowledge of the topic of the lesson facilitate greater understanding and engagement.*

### **Providing a rich context**

*EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. E.g., diagrams, grids, charts, timelines.*

### **Making the English language explicit in the classroom**

*Within the context of the curriculum, learners with EAL can be encouraged to notice the language used and understand how it is used. This implies pointing out key forms and structures that allow pupils to meet the language demands of the tasks.*

### **Developing learners' independence**

*The independence of learners who use EAL can be fostered by developing their organisational, thinking, and social skills.*

### **Supporting learners with EAL to extend their vocabulary**

*EAL learners at all levels need to be given opportunities to grow their English vocabulary range.*