



English as an Additional Language Policy

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1. Rationale

English is the main medium of communication and learning at RAK Academy. The aim of all teachers is to enable all students who are learning English as an Additional Language (EAL) to acquire the language skills required to access the curriculum and achieve academic success in relation to their potential. The school recognises and actively differentiates between content knowledge and linguistic ability; EAL students may have content knowledge of subjects studied that does not match their communicative skills in English.

RAK Academy is committed to providing high quality teaching and learning for EAL students. The key priority of RAK Academy is to raise the attainment levels of EAL students who are at risk of underachievement due to low language proficiency levels within the context of an English medium school. Each school will identify individual student needs, recognise the skills they bring to the school and ensure equality of access to the curriculum. The partnership between RAK Academy and parents is central to the progress of each individual EAL student.

2. Identification of English Language Needs

Standardised data, including CAT4 & Progress Test (PT) assessments is analysed on admission to the Academy and according to the schedule for CAT4 and PT assessments, to determine the levels of EAL support each student requires, if any. Table 2 Appendix 1 outlines the formula used to identify students who will follow a parallel curriculum programme. This is triangulated with teacher assessment using the RAK Academy Language Proficiency Scale (Codes A- E), as outlined in Table 1 Appendix 1.

3. Accountabilities

Mainstream staffing

All teachers within RAK Academy are responsible for improving the language acquisition levels of EAL students and as such, are expected to differentiate and scaffold learning to enable their students to effectively access the curriculum. The progress of EAL students is monitored by their respective teachers at the end of each data capture and appropriate intervention is put in place to support learning and progress. Targeted support such as CPD, in-class support, joint planning, team teaching and modelling good practice is provided for teachers by the respective EAL departments.

EAL staffing

A specialised team of EAL teachers and TAs work closely to develop and deliver personalised programmes/interventions in every school. Table 3 in Appendix 2 outlines the staffing across the Academy. In BSK, IPK and ISK each EAL teacher is attached to a specific Grade/Department to ensure that strategies and resources are disseminated and shared. Across the Academy within each Grade/Department a representative teacher will act as a liaison between the Grade/Department and each individual school's EAL department, attending meetings where possible. In the case of the smaller schools (BSH and BSR), the EAL teacher/Co-ordinator will liaise with class teachers and senior management to ensure that strategies are shared and disseminated. The role of the Head of EAL or in the case of the smaller schools the EAL Co-ordinator/teacher within each school is to:

- monitor the standards of teaching and learning of EAL students;
- propose improvement strategies and diagnostic and formative assessments;
- analyse data and liaise with class teachers to identify and support EAL students;
- contribute to the School Improvement Plan in the area of responsibility to identify areas for development and arrange for improved provision;
- deploy EAL TA support and monitor its effectiveness;



- manage resource materials and equipment to ensure sufficiency and effectiveness;
- plan and manage CPD and EAL- specific training for teachers and TAs;
- report to the Head of School monthly and quantitatively on the progress of EAL students in the school.

EAL Departmental Aims

Each EAL department aims to:

- provide a learning environment where students feel confident in expressing themselves in English;
- provide Individual Learning Plans (ILPs) for all EAL students following the parallel curriculum programmes with specific language targets;
- enable students to reach their full potential and participate fully in all English medium subjects;
- raise the level of EAL informed teaching in mainstream classes, by offering CPD and support to the wider school;
- quality assure the teaching and learning of EAL across the relevant school.

4. Provisions

EAL learning needs of students are catered for through a combination of Dual Language, Parallel Curriculum Programmes and Mainstream Classes provisions. An outline of EAL provision across the Academy is provided in Table 4 Appendix 2.

5. Early Year Provisions

The Early Years stage helps EAL students by building on children's experiences of language at home and in the wider community, ensuring that their developing uses of English and of other languages support one another. Early Years teachers provide a range of opportunities through play for children to engage in speaking and listening activities in English with both peers and adults, providing bilingual support to extend vocabulary. A variety of bilingual resources and a dual language learning environment, in Arabic as well as in English is provided in BSK and IPK and is planned to be implemented in BSH and BSR.

The Early Years study of Arabic and English develops students' abilities to listen, speak, read and write for a wide range of purposes, using their languages to learn, communicate ideas, views and feelings. It enables students to express themselves creatively and imaginatively. The benefits of a bilingual learning environment are:

- Knowledge learned through one language facilitates acquisition of the second language
- Students' benefit from cognitive advantages associated with second language acquisition; being more flexible in thinking and having a greater sensitivity to language
- Promotion of multicultural awareness and appreciation for other languages
- Improvement of the child's understanding of his or her native language and identity
- A child's ability to communicate with people who she or he would not otherwise know
- Pupils can showcase their full potential without having a barrier to language

The structure and implementation of the Dual Language Programme is adapted to the composition of student populations. The RAK Academy Dual Language Programme promotes high academic achievement by supporting second-language development and cross-cultural understanding. The programme creates an additive dual language environment for students, whereby the first language is maintained, and the second language is acquired.

6. Key Stages 1-3 Provision

Entry into the Parallel Curriculum Programmes

Parallel Curriculum student entry is at Level codes A and B on the Language Proficiency Scale Table 1 Appendix 1 (greatest need for EAL support). Depending on resources, 'C' coded students may also be admitted at times.



Students new to the school complete an initial assessment to ascertain need. Levels of Proficiency are assessed by Primary class teachers and Secondary English teachers using the Language Proficiency scale. This is triangulated with the CAT data using the formulation for identification of EAL students Table 2 Appendix 1.

Exit from the Parallel Curriculum Programme

Termly review meetings are held with the Head of EAL/Co-ordinator, the relevant EAL teacher and the relevant Grade Leader/Head of English to discuss the progress of EAL students. These are based on a combination of summative assessments (data captures) and ongoing Assessment for Learning within the mainstream and EAL classroom. Students who are deemed to be achieving their CAT target in English will exit the parallel curriculum programme. Subsequent provision within mainstream classes ensures continued improvement in language proficiency levels. Any student remaining within the programme after 1 school year will be referred for further testing to investigate the possibility of additional needs.

7. Curriculum

Key Stages 1 and 2

Identified students (Language Proficiency codes A and B) follow a parallel Social Studies and Science curriculum in the British National Curriculum schools; BSK, BSR and BSH. In IPK students follow a parallel Unit of Inquiry curriculum. This is supported by Quality First teaching and in-class support with TAs in other subjects.

Key Stage 3

Identified students (Language Proficiency codes A and B) follow a parallel Social Studies curriculum and additional English (withdrawal from Modern Foreign Language). This is supported by Quality First teaching and in-class support with TAs across the curriculum.

Key Stage 4

Students in Key Stage 4 are supported by Quality First teaching and in-class support dependent on need. Students who need further support will be assessed on a case-by-case basis.

Key Stage 5

Students who are experiencing difficulties accessing the curriculum are offered one-to-one or small group support in their study periods.

8. Mainstream Class Provision (Grade 1 Onwards)

Within mainstream classes, lessons are structured to enable effective use of the English language and access to the curriculum. In Early Years and Key Stage 1, TAs are attached to one or two Grades and work closely with each teacher. In Key Stages 2 to 5, TAs support students according to need, working collaboratively with each teacher. This approach requires teachers and TAs to:

- be aware of their students' individual needs; their backgrounds and language proficiency levels;
- use appropriate language in purposeful contexts across the curriculum;
- identify and plan for the language demands of learning tasks; key words, patterns of grammar, uses of language or forms of text;
- explore key words and meanings embodied in each curriculum area;
- model language;
- use additional support effectively as an integral part of curriculum and lesson planning;
- distinguish between EAL and Special Educational Needs (SEN) students;
- be aware of the importance of students' home languages and build on their existing knowledge and skills;
- understand that concepts and skills depend on and benefit from a well-developed home language and that literacy in home language enhances subsequent acquisition of EAL;
- ensure that all languages, dialects, accents and cultures are equally valued;
- organise and use the school's resources to effectively support teaching and learning;



- plan accordingly; learning objectives are clear and show how they are to be achieved;
- differentiated opportunities are matched to individual EAL students' needs;
- review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models;
- provide opportunities for students to work collaboratively;
- be aware that students learn best when they feel secure and valued;
- focus on the positive contributions made by new arrivals.

9. SEN and Gifted and Talented

The school recognises that most EAL students needing additional support do not have SEN. However, should SEN be identified during initial assessment, EAL students have equal access to SEN support. In the case that students do not make the required progress and the needs are no longer deemed to be EAL, SEN support will be provided on an ongoing basis and students will exit the EAL programme.

Similarly, the school recognises that there may be EAL students who are gifted or talented/extended learners, even though they may not be fully fluent in English. These students should then be registered as Gifted and Talented students and with guidance from the Student Support Department be challenged in their learning through effective differentiation in the classroom.

10. Parent Partnership

RAK Academy recognises the importance of, and values the partnership with, parents and carers, particularly with respect to developing a child's language. In order to achieve this we aim to:

- provide a welcoming admission process for the assessment and support of new arrival students and their families/carers;
- provide a short language induction programme to increase the confidence levels of new students and parents;
- provide parents with support strategies to help their children to develop their language;
- enlist the help of parents with home activities designed to reinforce work in school;
- provide a comfortable and welcoming environment where parents/carers can discuss any concerns;
- ensure shared knowledge and support via review meetings and parent evenings;
- take into account parents' knowledge, views and attitudes;
- consult with and involve parents at all stages of their child's progress;
- provide parents with information on school policy, support and services;
- take account of parents/carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links;
- ensure that written and spoken communication with families and within the community is effective through the use of translators and interpreters for the National language (Arabic) where possible;
- define clear and measurable progress targets, and track progress by informal evaluations (such as assignments, informal assessments) and using standardized tests administered as per the regular schedule of RAK Academy;
- share all assessments in a transparent and timely way with the parents, in order to inform and guide the strategies in place.

11. Monitoring and Review:

RAK Academy is aware of the need to regularly review our policies to take into account new initiatives, changes in curriculum, or developments in technology. This policy will be reviewed at least every two years.



Appendix 1:

Table 1: Language Proficiency Scales

Level/code	
A1	Students are considered to be basic users of English and require a considerable amount of support to fully access the curriculum.
A2	
B3	Students are considered to be in the early stages of language acquisition and require extensive support to fully access the curriculum
B4	
C5	Students are considered as developing confidence in and sufficiently competent in English to access most of the curriculum with the help of quality first teaching and ongoing support.
C6	
D	Students are considered to be competent in the English language and require support in understanding and using the nuances of the English language. They may need occasional EAL support to access complex curriculum materials and tasks
E	Students are considered to be fluent users of English commensurate with native English speakers and no specific EAL support is required.

Table 2: CAT Formulation for Identification of EAL Students

Step 1	Verbal – filter out 86 or above
Step 2	Filter out negatives in difference column (NV – V)
Step 3	Non-verbal - filter out below 85
Step 4	Remove students who have low scores across all assessments
Step 5	PTE – filter out 100+



Appendix 2:

Table 3: EAL Staffing

	BSR	BSH	BSK	IPK	ISK
Middle Leader	EAL Co-ordinator	EAL Co-ordinator	Head of EAL	Head of EAL	Head of EAL
Teachers	1	None	3	3	3
TAs	1	3	5	5	1.5

Table 4: EAL Provision

	Admissions	Provision		Exit criteria
	All schools	BSK, BSH & BSR	IPK	All schools
Early Years	Age appropriate initial assessment before entry	Dual Language Programme (planned for BSH & BSR)	Dual Language Programme	Age appropriate levels in English are achieved
Key Stage 1 (Grade 1)	Age appropriate initial assessment before entry	Parallel Social Studies & Science curriculum	Unit of Inquiry parallel curriculum	Age appropriate levels in English are achieved
Key Stage 2 (Grade 2-5)	Age appropriate initial assessment before entry	Parallel Social Studies & Science curriculum	Unit of Inquiry parallel curriculum	CAT targets in English are achieved
		ISK		
Key Stage 3 (Grade 6-7)	Age appropriate initial assessment before entry	-Parallel Social Studies curriculum -Additional English programme (withdrawn from Modern Foreign Languages) -In-class support		CAT targets in English are achieved
Key Stage 4 (Grade 8-10)	Age appropriate initial assessment before entry	-Data driven personalised support for identified subjects -In-class support		CAT targets in English are achieved
Key Stage 5 (Grade 11-12)	Age appropriate initial assessment before entry	-Data driven personalised one-to-one or small group support for identified subjects		CAT targets in English are achieved