



# MARITIME ACADEMY

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

2022-2025

**Maritime Academy**

Part of the Thinking Schools Academy Trust

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THINKING SCHOOLS  
ACADEMY TRUST

office@maritimeacademy.org.uk

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## Introduction

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English. This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

## Aims

The Maritime Academy seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and pupils to succeed, both academically, socially and emotionally.

- We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual's abilities and encourage them to develop to their full potential. Everyone is valued highly and the values of honesty, co-operation, sensitivity, tolerance and mutual respect for others are fostered.
- We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extracurricular activities and educational visits.
- All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As an Academy, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole academy approach, including ethos, curriculum, education against racism and promoting language awareness.
- This policy aims to raise awareness of the Academy's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

## Key Principles of Additional Language Acquisition

- EAL pupils are entitled to the full Academy Curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.



- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the Academy environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Needs

## **Educational Needs Assessments**

- All EAL pupils are entitled to assessments as required.
- Additional specialist support may be required to visit the Academy. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.
- Staff have regular coaching time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that are identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **Planning, Monitoring and Evaluation.**

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis; they are not confused with any additional SEN targets.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.



## Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

## Special Educational Needs and Disabilities

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the Academy's SEN provision.

## Parental and Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.



## Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **SENDCo**.

It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil, as any responsible parent would act.

The welfare of pupils will be paramount.

## Related Policies

This policy is part of a suite of policies which should also be referred to:

- Child Protection and Safeguarding Policy
- Prevent Policy
- Complaints Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Special Needs Policy