



CORPUS CHRISTI CATHOLIC HIGH SCHOOL

Together in One Body

EAL POLICY

2024 - 2025

SECTION 1: INTRODUCTION

Miss Joanna Bell is the person responsible for managing Corpus Christi Catholic High School's provision for children and young people who are learning English as a second language. Miss Bell can be contacted on 01772 716912.

Corpus Christi Catholic High School is a mainstream mixed school that caters for pupils from age 11 – 16 years.

At Corpus Christi we ensure that our pupils for whom English is an additional language are provided with opportunities for educational success that are equal to those of our English-speaking children. We recognise that to become fully competent in the use of academic English is a long process and do everything necessary to ensure that each child fulfils their potential.

We have high expectations of our pupils in every aspect of their development. Our school motto 'Unum in Corpore Uno' or 'Together in One Body' reflects the importance that we attach to our school community: a community that provides the love, support, encouragement and advantage that children need in order to become the best that they can be whatever their circumstances. All teachers are teachers of language and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

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 culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make.

SECTION 2: AIMS

At Corpus Christi Catholic High School we aim:

- to make appropriate provision of teaching and resources for pupils for whom English is an additional language
 - to raise the achievement of minority ethnic pupils who are at risk from underachievement
 - to ensure full entitlement and access for pupils for whom English is a second language to high quality education within a broad, balanced and relevant curriculum so that they can develop as valuable members of society both now and in the future
- In order to achieve these aims we will:
- identify and assess pupils for whom English is an additional language as early and thoroughly as is possible and necessary
 - work with subject teachers, parents and pupils in developing a suitable support plan, whereby actions and decisions taken to support a pupil are regularly reviewed, refined and revised to enable progress to be made
 - ensure that subject staff are fully informed as to the language barriers of any pupils in their charge

- provide support and advice for all staff working with pupils for whom English is an additional language
- operate a *whole pupil, whole school* approach to the management and provision of support for pupils for whom English is an additional language

SECTION 3: OUR APPROACH TO EAL SUPPORT

All pupils who are identified as EAL are assessed upon entry to Corpus Christi. We draw upon a range of sources in order to establish a clear analysis of each pupil's language needs, including:

- specialist EAL assessments in writing, reading, speaking and listening
- teacher assessment and experience of the pupil
- the individual's understanding of the English language in comparison with their peers
- the views and experiences of parents
- the pupil's own views

Once the need for EAL support has been identified, the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place. The following steps are taken to support EAL learners:

- classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons
- there is a focus on both language and subject content in lesson planning
- scaffolding is provided for language and learning
- where appropriate, pupils have access to peer models of spoken language
- additional visual and verbal support is provided
- where appropriate, pupils are provided with a translation device
- steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced
- specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support
- any withdrawal of EAL learners is for a specific purpose, is time based and focused on rapid acquisition of the English language

SECTION 4: MONITORING AND EVALUATION OF EAL

Progress of pupils for whom English is an additional language is monitored each term in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.

Progress data is shared with parents three times each year, in written format, as well as face-to-face at parents' evenings and review meetings.

The effectiveness of our provision is measured in terms of the progress that individuals and groups of pupils make over time. The school assesses the progress and attainment of each child termly and this is reported to parents.

The progress of pupils engaging in intervention programmes is measured regularly, using the NASSEA criteria.

The progress of EAL pupils is reported to the Standards and Effectiveness Committee of the Governing Body each term.

SECTION 5: SUPPORTING PUPILS AND FAMILIES

Corpus Christi recognises that pupils at school for whom English is an additional language should be properly supported so that they have full access to education.

Upon admission into our school, we ensure that pupils and parents who are not familiar with the English education system understand the school's expectations of pupils and parents, including behaviour and rewards. Admission meetings aim to find out about the pupil's linguistic competencies in different languages, their previous educational experience, special interests, and family and biographical background and home languages.

An interpreter can be arranged to attend any meetings in school where required. Letters home can be translated upon request.

The school works within the examination board guidelines to put in place access arrangements for any pupil who has lived in Britain for a period of less than three years, has had no previous instruction in English, has not previously attended an international school and does not speak English at home.

Pupils must meet all of these criteria in order to qualify for exam concessions.

SECTION 6: TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to strengths and needs of all pupils, all staff are encouraged to undertake training and development to ensure that provision for EAL pupils is appropriately delivered and coordinated. The training needs of staff are identified and planned through professional development meetings and reviews.

The school has embarked on establishing links with other local schools with the aim of observing and sharing good practice.

Members of staff who are responsible for delivering intervention regularly attend training courses and local authority meetings with an EAL focus.

SECTION 7: ROLES AND RESPONSIBILITIES

The member of staff responsible for managing the co-ordination of provision for EAL pupils is Miss J Bell.


The role of EAL support assistants is to:

- plan and deliver intervention sessions to targeted pupils
- keep up-to-date records of pupils' progress using the NASSEA criteria
- share best practice with teaching staff where appropriate

Review of Policy

The policy will be reviewed at least on an annual basis through extended leadership meetings and any amendments/actions will be reported to the governors.

Date last reviewed: March 2024 Next Review due: March 2025



Signed: Headteacher - *Mr J Hankin*



Signed: Governor - *Mrs J. Butterworth*



Signed: SENCO - *Miss J. Bell*