



Oasis

Academy:  
Oldham

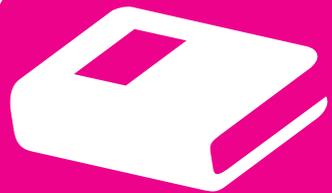
Creating a  
community of  
choices & chances

Actively teaching the OAO  
**'Just Cause'**

IN..

ENGLISH

AS AN ADDITIONAL LANGUAGE





# How do we actively teach the Just Cause in EAL?

**At OAO we welcome students from around the world into our school community. The term EAL is used to describe a diverse group of pupils for whom English is an Additional Language. What they have in common is that they use one or more language other than English at home or in their community. Our EAL students come from a wide variety of backgrounds and collectively speak in excess of 40 different languages.**

For our students to understand the notion of **'community'** we encourage the students to celebrate their own culture within their community in their writing and speaking. Festivals relating to their culture and religions are celebrated by all in the classroom, such as Eid and Romanian Easter Day (Paștele). Additionally, as part of their curriculum International New Arrivals will learn about the range of cultural differences within the OAO EAL community. EAL Student Leadership is encouraged to raise the profile of the EAL community in school and to celebrate the diverse tapestry of language and culture within the school.

For our students to understand the notion of **'chance'** we ensure that whatever their level of English on arrival all students are supported in their transition into OAO and that they are offered the right level of support in relation to their proficiency in English, so that they are able to make the best progress possible;

- Beginners in English are taught from a detailed scheme of learning in small groups by specialised teaching and support staff. Their learning and wellbeing is closely monitored and referrals are made when required, e.g. SEN, Place2Be and other referrals as appropriate. When they are able to access mainstream lessons they will be moved gradually over a period of time, whilst monitoring their progress, and in-class support is provided where possible to ease the transition into mainstream.
- Beginners will also be provided with dual language dictionaries and a copy of Longman's Photo Dictionary for use in lessons to support their learning.
- All students are able to access the Lexia Intervention Program to improve their reading skills in addition to The Learning Village, an online grammar and phonics program. Some may be also be targeted to take part in Bedrock, an extensive online vocabulary curriculum tool.
- Many of our EAL students will be able to access mainstream lessons from admission and if needed in-class support will be allocated at this point.
- Timetables are built in collaboration with core subjects after detailed Maths and Language assessments, including Non Verbal Reasoning, to establish levels of ability.

- EAL students are given an opportunity every half term to socialise during an organised breakfast.

**For our students to make informed 'choices' they have to:**

- Be able to use their knowledge of English grammar explicitly taught in lessons to write grammatically correct sentences in English for different purposes and different audiences. To produce extended responses of varying lengths and types to express ideas and opinions.
- Be able to use their knowledge of phonics to break down words into their sounds and read a text fluently.
- Be able to engage with a text and extract information in order to gain meaning for a range of different types of texts, including advertisements, emails, letters, articles and short-answer questions.
- Be able to express their thoughts into grammatically correct sentences and to engage and converse with others whilst using their speaking and listening skills for different purposes and in different settings.
- At KS4 we offer a range of options for those students who are not able to access mainstream subjects, which they can choose in order to gain qualifications to help them move on to college courses:
  - ESOL
  - IGCSE EAL
  - Entry Level Science

We are committed to our efforts being focused upon addressing the Academy Development Priorities

## 1. Improving the engagement of our parent community.

**Research from the EEF (Working with Parents to Support Children's Learning, December 2018) and the DfE (Understanding KS4 attainment and progress: evidence from LSYPE2, October 2018), both emphasise the importance of an effective home school partnership to ensure the best possible outcomes for young people. To that end, all aspects of school improvement activity this academic year will be considered from the perspective of the parents/carers.**

In many ways the parents of EAL students are more isolated than other parents due to language barriers and a lack of awareness of school routines and expectations. To foster close relationships with our EAL parents we;

- Provide every student with a Knowledge Organiser and follow up activities to support English Language learning. They are to be used at home and parents can engage with them to support their children. They are translated into Romanian, as this is the main cohort of students who are beginners in English.
- Provide additional opportunities other than Parents Evenings for parents to come and discuss their child's progress.
- Provide Young Interpreters at Parents Evening and other events so that parents can communicate effectively with their child's teachers.
- Provide translations when important letters from school containing key information are distributed to students.
- Offer ESOL courses to parents to improve their English and to gain a qualification.
- Invite parents personally to Family Forums where they can listen to key messages from the school with the support of interpreters.
- Offer a Half Termly Breakfast for parents and their children to attend where we can build good relationships.

- Have three members of staff who speak a variety of languages. They can convey messages to parents from the EAL department regarding progress, behaviour and other key messages, and are used by other faculties for similar purposes.
- Providing an induction pack for parents of EAL students at admission with key information about the school and advice on applying for benefits and Free School Meals.

## 2. Improving the literacy of all our young people.

**Our student population is weaker than the national average particularly in terms of reading ability. This is further compounded by some of the language difficulties our students face where English is an additional language. As such, we have a moral imperative to ensure that literacy across the curriculum is well taught. Moreover, our pupils' literacy directly correlates to their communication skills and their emotional literacy. It is essential this year that we equip our students with the necessary communication skills to better prepare them for the rest of their adult lives. In order to improve our outcomes, we must also engender a love of reading in all our young people.**

Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world. Therefore, when English is a student's additional language they have a substantial barrier in accessing the curriculum. Developing students' literacy is at the heart of everything we do in the EAL department. This is achieved by;

- Quality First Teaching of grammar, phonics, vocabulary, spelling, reading comprehension and speaking and listening skills.
- Full time withdrawal of beginner students for intensive language teaching.

- Encouraging the students to read for 20 minutes every evening, to watch British TV and listen to British radio.
- Providing an ESOL qualification and examinable Reading, Writing and Speaking and Listening exams.
- Teaching students how to use dictionaries and providing dual language dictionaries and photo dictionaries to students.
- Termly targets to improve students' literacy.
- 100% homework tasks based on the first 300 most frequently used words in the English language and weekly spelling tests.
- Timely interventions -
  - Including the use of Lexia for all beginners and for targeted students in mainstream.
  - Including the use of Bedrock for increased vocabulary and comprehension.

Plans for 2020-2021 include an EAL reading scheme, our own in house library for lending books and monitoring progress in reading and dedicated library lessons for beginner students.



### 3. Building a collaborative and positive school culture for all our staff and students.

The Academy has endured a number of volatile and turbulent years. Numerous Principals and significant staffing changes have contributed to lack of permanence and instability characterising the school. It is imperative this year that the Academy becomes harmonious; that agreed behaviour strategies for learning are consistently applied across all areas of the school. That staff and student wellbeing is of paramount importance to ensure high figures of retention and attendance respectively. Our Oasis 9 Habits should characterise the lived experience of all our staff and students and this will only happen with a collective will to adhere to our 5 Ps in all daily interactions: **PREPARED, POLITE, POSITIVE, PUNCTUAL & PROUD.**

In order to maintain high attendance amongst EAL students' strong relationships with parents are essential through good communication channels. Regular phone calls home, translated letters and good parental attendance at school events are key.

For our students to practise the Oasis habits and to develop their character, firstly we will explicitly teach the students the meaning of each of the 9 habits in addition to the 5P's. They will be reminded regularly in lessons how they are demonstrating these and will be encouraged to nominate each other and their teachers for demonstrating the 9 habits. In lessons, students will be rewarded for demonstrating the qualities we wish to promote. Explicit teaching of speaking and listening skills will enable students to express themselves clearly and promote positive and harmonious relationships between staff and students and the students and their families and communities.

### 4. Ensuring all aspects of leadership & teaching are well-planned and well-executed.

The Academy Leadership has a duty to ensure the appropriate systems and structures are in place to enable teachers to do their job well. All strategies and innovations must be clearly planned, communicated, executed and evaluated in a timely fashion and thus reduce the number of 'reactive' responses. All lessons must contribute to a coherent, challenging and enjoyable curriculum that enables our young people to become fully rounded, well prepared global citizens.

We are committed to providing an exceptional climate for learning and Quality First Teaching in EAL. Our curriculum has been designed to be challenging and comprehensive so that students make excellent progress in learning English. It is regularly reviewed and audited to ensure it delivers a differentiated and high quality programme for all learners. It covers all essential thematic vocabulary and grammar, and provides students with the opportunity to apply them regularly through planned practise. Our curriculum contains significant proportions of spoken tasks and activities helping to transform our EAL students into spontaneous and confident communicators. We work to provide consistency in our lessons. All of our lessons begin with our Academy '5 in 5' and end with the '5 out of 5' model. Our staff actively seek to promote the learning of all strands of English in every lesson. All our staff are trained to specifically teach and support EAL students and undertake regular CPD in order to be at the forefront of curriculum development and pedagogy.



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