

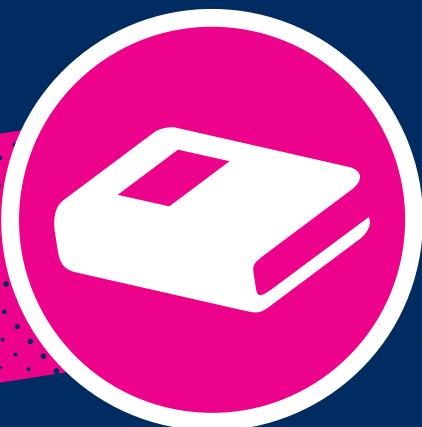


Powerful Knowledge

IN.

ENGLISH

AS AN ADDITIONAL LANGUAGE



Creating a
community of
choices & chances



ENGLISH

AS AN ADDITIONAL LANGUAGE

Intent

In England, the curriculum is almost entirely delivered and assessed through the medium of English language. Therefore, English language development is a key component of Oasis Academy Oldham's curriculum, so that all students can access the curriculum and demonstrate their learning. Students with English as their Additional Language are at a significant disadvantage as their knowledge of the English language is a barrier to their learning. These students can only access the curriculum to a limited degree depending upon their proficiency in English and are therefore less likely to perform to their full potential. Students who are new to English or with a low proficiency in English, students belonging to language groups that have attainment below the national expected standard and students arriving in England late in their schooling if they have not been schooled in English are groups which need the most language support in order that they can access the curriculum as quickly as possible.

The EAL Department aims to provide intensive language support to all students new to English so that they are able to access mainstream lessons as quickly as possible and achieve their full potential. Additionally, we aim to support those EAL students who are accessing mainstream lessons but are still linguistically disadvantaged and who are at risk of achieving below the national average.

It is vital that students at Oasis Academy Oldham who have English as an Additional Language integrate into English speaking communities as quickly as possible. The EAL Department aim to enable students to make the best possible progress in learning English so that they have the same life chances as native English speakers and are equipped with the language skills to be successful and contributing members of British society.

Implementation

The EAL curriculum for International New Arrivals and those new to English at Oasis Academy Oldham is implemented after a comprehensive assessment of each student's proficiency in English before admission (speaking, listening, reading and writing). Assessment of their non-verbal skills is also undertaken to give a measure of general ability and is used in order to set students who will be entering mainstream lessons. Detailed information about proficiency in their first language and any other languages they have used is also collected along with a history of countries of residence and previous educational experience. They are then graded for their speaking and listening, reading and writing skills according to the Bell Foundation scheme, which is used to allocate proficiency codes in each strand. Students' progress continues to be tracked termly so that early identification of any other barriers to learning is possible.

Beginners in English are fully withdrawn from mainstream to be given intensive language support, following a detailed Scheme of Learning until such a time that they are able to access mainstream lessons. Access to mainstream lessons is introduced gradually so that students are still able to access specialised EAL support during their integration into mainstream, and where possible in-class support is provided to ease the transition.

In-class support by specialised EAL support staff is provided for EAL learners who are working at proficiency Level B/C in mainly core subjects in all year groups. Lexia intervention for all year groups is provided for the lowest attaining students in order to improve their reading age and to accelerate equal access to the mainstream curriculum.

For those KS4 students who are unable to access mainstream options the EAL department provides options of Entry level Science, IGCSE EAL and ESOL

Intensive language support

so that students are able to develop their language skills throughout KS4 whilst still gaining a useful qualification at the end of Year 11. Literacy is further developed by the use of Bedrock, a vocabulary based learning tool. Year 11 students are given the opportunity to attend local Colleges in order to visit the ESOL department and complete their College applications on site.

We endeavour to provide EAL students with a good understanding of British Culture by providing regular trips to places of cultural interest. Additionally, British culture is explicitly taught within the curriculum for beginners in English whilst celebrating their own culture and languages.

All EAL students who are taught by the EAL department have termly language targets and are reassessed to check their progress on a termly basis. Any students who are not making expected progress will receive additional intervention.

Due to language barriers, close working relationships with parents of EAL students are fostered by regular communication with multilingual staff, and there are additional opportunities for parents to attend school so that they are aware of school expectations for behaviour, attendance and their child's progress in learning English. Furthermore, parents are offered weekly ESOL lessons by a member of the EAL staff so that they can learn the English Language and consequently support their child's progress in learning English. At the end of the academic year, the parents have the choice as to whether to enter for ESOL exams, which are funded by school. Parents are encouraged to attend Family Forums where they can keep abreast of all school developments whilst socialising with other parents. Additionally a newly introduced Breakfast Event for students and their parents has given additional opportunities for parents to be involved in school and to support their children in their school life.

Impact

Due to early and rigorous assessment of ability in speaking, listening, reading and writing skills in English, students are directed onto the appropriate route for them in order to maximise their progress in learning English and accessing mainstream subjects in school. Ongoing interventions mean that students who are not making expected progress are given extra support in order to narrow or close the gap between themselves and other EAL students and termly assessments make timely identification of these students possible. Due to Quality First teaching by experienced staff and effective monitoring of progress, beginner students can access mainstream lessons quickly and are equipped to make good progress.

Further support from EAL staff is often provided in mainstream classrooms in order to facilitate a smooth transition and support their learning. At KS4, students who would otherwise be unable to gain a grade at GCSE are able to gain qualifications, which will prepare them for entry to college and further higher-level courses whilst simultaneously improving their English language skills.

EAL students in all year groups can expect to receive as much language and pastoral support from the EAL team as they need, so that when they leave school they are able to continue their journey to becoming competent users of the English language. This will close the gap with native English speakers in the workplace and will give these students the opportunity to progress on to higher education if they wish to do so. Gaining competence in English will increase the life chances of EAL students so that they are able to make valuable contributions to society.



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