EAL at Djanogly Sherwood Academy

Intent

Djanogly Sherwood Academy is a place where everyone belongs. Together we create a culture of respect and collaboration where diversity and individuality are celebrated.

Our curriculum:-

- promotes equality of opportunity for all learners for whom English is an additional language.
- reflects the needs of children for whom English is an additional language.
- ensures that all learners of English as an additional language reach their full potential.

Implementation

On entry to the school all EAL children will be assessed using the Nottingham City framework for EAL language stages. An initial maths assessment will also be completed. Following these initial assessments children will be coded as an EAL A (new to English) to E (fluent) learner.

All class teachers, supported by teaching teams, should endeavour to make all reasonable adjustments necessary to ensure that all children have full access to the curriculum. This will be implemented in the following ways:-

- All teaching and learning should be differentiated to meet the needs of groups of children within the whole class.
- Where appropriate EAL children could be taught in mixed ability groupings so that standard English can be modelled by other children eg Maths Anchor tasks
- Any individual children who are not making expected progress with this level of differentiation may need focused AfL 1:1 meeting time with the class teacher in order to identify barriers to learning.
- Following AfL 1:1 meeting revised interventions should be planned and implemented involving teacher or TA as appropriate.
- EAL team will share expertise and suggest strategies to meet the individual child's needs. This may involve observations of the child in class. The class teacher will always seek advice from the EAL team in case of progress stagnancy.
- Class teacher to put agreed strategies in place in the classroom in partnership with TA.
- If a child is identified as an EAL A/B child after initial assessment, the Class teacher should write a pen portrait with support from EAL team. Pen portraits will be updated half termly by the class teacher.
- Intervention and support on the EAL register must be recorded on provision maps, either individually or as a group as appropriate.





Impact

All our EAL children will benefit from teaching that develops their language and literacy so that they become fluent in the academic language of the primary curriculum, which is the key to academic success. We will prepare children for the next stage of their learning.

2019 end of Key Stage results show that our EAL learners are closing the gap and in some cases out-performing non-EAL children. At the end of KS1 +36.67% more EAL learners achieved ARE in Reading, +16.67% in Writing and +26.67% in maths, compared to non-EAL learners. At the end of KS2, 70.7% of EAL learners achieved ARE in Reading, 61% in Writing and 71% in Maths.

Supporting parents of EAL learners

To facilitate parents' access to school life we provide dual language information when possible and bilingual support especially for parents evenings, school events and workshops and monitor parental involvement.





Celebrating Diversity at Djanogly Sherwood

We celebrate diversity during our annual diversity day, as well as learning simple greetings from one of the 37 different languages spoken by our children in school.

"The school has a lovely community feel to it and the diversity is so exciting. I want my son to experience other ethnicities and other languages and embrace the rich opportunities only a multicultural environment like this can offer". Year 6 Parent voice