

## Intent:

Communication, language & vocabulary



Books and reading



Experienced-based learning



Knowledge and retaining knowledge



- We welcome and celebrate the enrichment that linguistic and cultural diversity brings to our community
- All pupils and parents are highly valued at Oasis Academy Clarksfield. This is reflected in our environment, curriculum and learning resources and in our relationships and interactions as staff and children.
- We pride ourselves on the positive partnerships we create with parents and carers, especially for those who do not speak English we endeavour to provide oral or written information in their first language to provide key information readily and regularly
- As language is central to our identity, opportunities to develop a rich vocabulary are explicitly planned and taught:
  - Ambitious language is used in purposeful discussion and explicitly taught in contexts over all areas of the curriculum and in multiple opportunities in each lesson (tiered vocabulary, speed reads, picture glossaries, knowledge organisers)
  - teachers and support staff understand their role to give meaning to vocabulary and effectively model uses of language
  - we understand the need to teach ambitious language to all learners with the expectation it is used in purposeful discussion
  - we promote rapid language acquisition and following research do not promote prolonged or routine withdrawal of EAL learners from the classroom but ensure they are surrounded by language rich models
  - we understand that meaning and understanding cannot be assumed but must be made explicit.
- We are dedicated to the ongoing development of an inclusive curriculum and an environment that is cognitively effective for pupils who are learning English as an Additional Language which will then be of benefit to all pupils.
- Through the explicit teaching of metacognitive strategies, we aim to build independence which can support learners to make the equivalent of +7 months progress.
- We have high expectations of all students irrespective of their ethnic, cultural or linguistic heritage
- We remove language barriers to allow all learners to access the full curriculum and make progress and attainment alongside and in line with their peers.
- Through an ongoing commitment to creating the right environment using effective adaptations and scaffolding for all pupils to thrive, we reduce the need for adjustments to the curriculum.
- We believe that nothing can be more effective than a teacher who has a deep understanding of a pupil and can, through that knowledge, have the confidence and skill to, with the end goal in mind, intuitively adapt and mould any learning experience.

## Implement:

### Coverage through the link curriculum & extra-curricular:

- Our EAL learners are assessed on entry to our school, using the N.A.S.S.E.A. EAL assessment framework. This helps us to establish an initial entry level to set ambitious and appropriate targets, along with teachers. From that point the children's Speaking; Listening and Understanding; Reading and Viewing and Writing targets are reassessed and amended regularly to reflect progress
- Pupils are paired with peers who provide good models of both written and spoken language. This daily exposure supports rapid progress and performance.
- Carefully planned EAL and INA provision uses the Tower Hamlets language progression document to include guided talk to scaffold and extend language
- Inclusive relationships and teaching are relentlessly promoted by all leaders, which ensures that teachers and LSAs are trained and supported to be able to provide for a wide range of needs through their classroom environment and teaching. High quality provision for English as an Additional Language Learner is a thread which runs through the whole academy offer
- All classrooms and resources reduce cognitive load and present visual representations for language, the language rich environment supports pupils to have a successful environment to learn in and independently make their own language choices
- Carefully planned adaptation ensures that our pupils who are learning English as an Additional language access a full curriculum, studying the full range of subjects, alongside their peers.
- For children who are learning English, whether they are international new arrivals or not, teachers use NASSEA continuums to ensure the learning is intentional, targeted and appropriately pitched to close gaps and ensure rapid progress. NASSEA continuums are broken further down into precise and chronological steps to ensure that teachers can systematically identify gaps and misconceptions and therefore effectively adapt and scaffold their teaching and respond accordingly.
- Additional Intervention
- Where a 'Language acquisition group' is deemed necessary for our learners to be able to access the curriculum, it is meticulously planned and timetabled to ensure that learners are not routinely withdrawn from key curriculum learning for a prolonged period. The group would run for 6 weeks and take place for an hour a day to give the learners the understanding of language they need to be able to access the full curriculum
- Reading interventions are highly prioritised in order to support learners' access to all other curriculum areas. Interventions include regular 1:1 reads, BRP, guided reading, comprehension lessons following a VIPERS sequence and intensive phonics sessions.
- Children embed NASSEA key statements using a 'Do Now' section of the lesson, which are the building blocks for other learning.
- For some children other additional interventions will be delivered on a bespoke basis in response to the thorough monitoring of progress across all areas of the curriculum
- Monitoring and Assessment
- Every child who is learning English as an Additional Language, whether they are new to the country or not, has a bespoke tracking assessment system in place which is regularly reviewed to ensure accelerated progress.

## Impact:

### Data (2022/23)

- 96% of our learners speak English as an Additional Language
- 4 % of our learners are International New Arrivals
- All learners from across the academy, benefit from access to a wide knowledge based curriculum.
- Pupils in need of immediate English support are accessing a language acquisition group to build confidence and independence
- Engagement in lessons is clear from learning walks and books scrutiny as well as from teacher and pupil voice.
- The majority of pupils who speak EAL make progress in line with the ambitious targets set.
- Smaller steps of progress are tracked against NASSEA continuums termly.
- Where progress is not as rapid as hoped, our robust monitoring processes ensure that provision is quickly adapted and where appropriate timely additional intervention is put into place.
- Data shows that reading interventions for children with EAL are highly effective with the vast majority of pupils making expected or accelerated progress in line with their targets.

### Teacher CPD/monitoring (2022/23):

- Appropriate support and training is in place for teachers who would benefit
- CPD is bespoke to our staff and their needs to ensure all teachers are experts at delivering an appropriate curriculum package for our EAL learners.