

## Oasis Academy Lister Park EAL Curriculum Statement of Intent

At OALP, we have 76% of students who are new arrivals and/or EAL students. In some cases, students join us with no English. Our main aim is to settle the children as quickly as possible into school life which will help them to develop, not only an understanding of the academic aspects of English, but the use of language for social interaction.

Our priority is that all pupils have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. The academy's ethos helps EAL pupils to integrate into the school and bilingualism is viewed as a positive and life enriching asset.

### **Implementation**

At OALP, the EAL teaching focuses on individual pupil's needs and abilities. Each child has their own EAL assessment profile, which is reviewed twice yearly. Differentiated planning is put into place to support the EAL children across the curriculum and staff use support strategies to ensure curriculum access for NA and EAL pupils needs

### **Impact**

EAL pupils will be provided with opportunities to make progress, and if they keep up with the curriculum, they are deemed to make good progress. Pupils joining the school with little or no English will also receive extra support from a designated EAL teacher and teaching LSA. Through formative assessment and targeting specific language and grammatical areas, pupils will receive tailored support in 1-1 and small group timetabled sessions, following schemes of work to develop all four language areas: listening and understanding, speaking, reading, writing: **Project 1 and 2 for band A, B students; Headway** reinforcing subject content and vocabulary for **band C students**. We also offer **SUTE** for new arrivals with little or no English in KS4.

Pupils are carefully identified as EAL or SEN, and support is given accordingly. A pupil's peer group is also recognised as a valid source of support, particularly in subjects where language is of secondary importance to general understanding. i.e. Maths, PE etc. Therefore, we use the Young Interpreters to help students settle in quickly.

Subject leaders, teachers and EAL Lead track the progress of EAL pupils to ensure that progress is being made and targeted interventions are working. It is also worth noting that good liaison between staff and parents is essential in order to support these pupils and also to offer support to the family; e.g. bilingual pastoral support.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it is appropriate for children to be withdrawn from lessons to receive focused support.