	Oakleigh Grammar
Policy Document Name	**English as an Additional Language Policy**
Date Ratified by Board of Management	August 2021
Date for Review	August 2024

1. Preamble

Our learning community at Oakleigh Grammar is dynamic in nature. The learning needs within our school are diverse. Differentiation within our learning and teaching programs is essential to cater to the individual stages of learning and development of our students. There are challenges to students who enter into our learning community with English as an Additional language (EAL) as well as the challenges to the teachers who support them.

Our school is committed to supporting and integrating our students who speak English as an Additional or other Language into meaningful learning programs through English-medium approaches. It is important for these students, both educationally and emotionally, that we integrate them into our learning community and interact with them meaningfully and often.

The goals for students learning English as an Additional Language are the same as those of their English-speaking peers. However, the way that they reach these goals can be different. These students require additional English language support, extra time to complete activities, support and varied exposure to English in a range of contexts before traditional assessment is entirely appropriate.

Guiding our students through the requirements, standards and phases of progression ensure that a sequence of literacy skills is developed in line with broad stages of English Language Development.

It is the right of every student to be fully educated and cared for in the language of instruction of Oakleigh Grammar. Furthermore, it is the responsibility of every teacher and teaching assistant to ensure that all students are educated and cared for in the language of instruction of Oakleigh Grammar.

2. Purpose

The purpose of the EAL Policy is to:
- Develop a culturally inclusive community at Oakleigh Grammar
- Improve educational outcomes for students who speak English as an Additional or Other Language.
- Support Language Acquisition through smarter practices and greater efficiency as well as

working towards using diverse and inclusive activities and strategies
- Maximise inclusion of EAL students and increase the percentage of material that is educationally engaging and effective for students with developing literacy skills.
- Support teachers in providing effective educational programs for EAL learners
- Ensure EAL students develop their literacy standards in line with the Australian Curriculum EAL Standards

3. Curriculum Frameworks

The following curriculum frameworks are used:

- For Years P-5 Australian Curriculum Standards of Progression, and Literacy Benchmarks are used to determine the curriculum
- For Years 6-10 MYP Language Acquisition curriculum framework is used
- For Years 11-12 a VCE curriculum framework determines the coursework

For further details please refer to the Oakleigh Grammar Language Policy

4. Protocols

1. The Head of English (Inc EAL) and EAL Teachers will collaborate to suggest strategies for EAL student inclusion through the curriculum at each year level for incorporation by mainstream classroom teachers. This will ensure that both teaching programs and teacher action will develop awareness and act within the school and wider community in encouraging differentiation and inclusion.

2. Ensuring that students are conscious that they are using the language of instruction during instruction and participation (both inside and outside the school) will be a priority of the supervising staff member, and actively encouraged by other staff. It may be that the class, specialist or subject teacher shares the first language of the EAL student. The language of instruction at Oakleigh Grammar is English, and it is therefore mandatory that our exchanges with students and among staff are unequivocally in English.

3. The Heads of English and Language Acquisition (supported by EAL teaching staff) will encourage an active approach to ensuring that staff are aware of approaches that best support EAL learner participation and involvement in mainstream classes. This team will research and evaluate existing policies, resources and strategies for further development.

4. EAL teachers will be responsible for keeping records and reporting on the outcomes and progress of each student. In addition, EAL teachers will provide advice on approaches to planning learning programs and approaches to assessment as these students progress in their English Language Development.

   - *In the **Junior School**, EAL teachers will work in partnership with classroom teachers to complete interim and Semester reports for EAL students using the Australian Curriculum EAL Standards of Progression. Students who receive specialist EAL class instruction do not receive reports for English and Inquiry. Mainstream classroom reports for English and Inquiry become appropriate for describing student achievement when students have graduated from the specialist EAL teaching program.*

- *In the **Middle School**, Language Plus teachers are responsible for completing theMYP reports in line with MYP Language Acquisition reporting.*
- *In the **Senior School**, EAL student achievement in English and English as anAdditional language will be reported in line with VCE requirements.*

5. The structure of EAL classes will be subject to annual review by the school leadership. At present Oakleigh Grammar can offer the following types of EAL curriculum delivery to EALstudents in the school:

   a. ***Withdrawal:*** *EAL teachers in the Junior School take the students out of their mainstreamclass and provide tuition (alternative or modified classroom work)*

   b. ***Classroom Curriculum Support:*** *Classroom teachers assist students in mainstream classes by differentiating content for students, modifying the learning process for them, and providing opportunities for students to produce different work to assess their learning.*

6. The Heads of Schools and EAL teaching staff will review how the students are progressing along the EAL continuum (and if they are ready to move from structured EAL instruction), twicea year.

7. The Annual Program Budget review will provide recommendations, which may be used toaffect policy change in future.

5. Evaluation
This policy to be reviewed as part of the School's three-year review cycle, or earlier if necessary.