



English As A Second Language/Dialect Policy

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BLETCHLEY PARK PRIMARY SCHOOL

POLICY STATEMENT

Bletchley Park Primary School aims to provide targeted teaching and learning programs that enable students from all cultures and communities to develop the knowledge, skills and values for participation as active students. The focus of the targeted teaching and learning programs will be on the development of Standard Australian English (SAE) for interpersonal and academic success.

The school ensures inclusive teaching practices that recognise and value the languages and cultures of all students to promote an open and tolerant attitude towards different cultures, religions and worldviews.

Bletchley Park PS EALD Program Aims to:

- Develop students' SAE across a wide range of school contexts, social and academic
- Develop students listening, speaking, reading, viewing and writing skills across all learning areas
- Facilitate students' continuing conceptual development
- Build on students' linguistic and cultural identity to foster confidence and motivation
- Develop inclusive programs that recognise and value cultural diversity across all learning areas.

In accordance with the Department of Education Western Australia English as an Additional Language or Dialect (EALD) students are those whose first language is a language or dialect other than Standard Australian English (SAE) and who require additional support to assist them to develop proficiency in (SAE). They include:

- Australian-born students.
- Students from a humanitarian background.
- Migrants.
- Students living in Australia on a temporary visa.
- International Fee-Paying Students (IFPS)
- Permanent residents.
- Australian citizens.
- Aboriginal students (speaking Aboriginal English, an Aboriginal language or a creole).
- Students with a language or dialect background other than Standard Australian English (SAE).

Background

EALD students have diverse educational backgrounds. They may have:

- Schooling equivalent to their age peers in Western Australia.
- Limited or no previous education.

- Little or no literacy experience in their first language (or in any language).
- Excellent literacy skills in their first language (or another language).
- Learned SAE as a foreign language and have some exposure to written English, but need to develop oral SAE.
- Already speak one or more languages or dialects other than English.
- May have good academic language skills, but struggle with the social registers of English.

Funded and Non-funded EALD Students

Stages are related *to how long the student has been in the Australian schooling system.*

EALD Stage 1 – Not eligible*

- Kindergarten EALD students, although not funded eligible for the EALD funding allocation are allocated Stage 1 to assist with commencing a data base, reporting and future planning.

EALD Stage 1 – Eligible

- Pre-Primary students attract 50% of the EALD funding allocation.
- Students in primary and secondary schools (Years 1 to 6) who are in their first year of compulsory schooling; and
- Students in primary and secondary schools (Years 1 to 6) with a limited or interrupted schooling background who are in the first two years of compulsory schooling.

EALD Stage 2- Eligible

- Students in primary schools:
 - In their second or third year of compulsory schooling (Years 1 to 6); and
 - With a limited or interrupted schooling background and are in their third or fourth year of compulsory schooling (Years 1 to 6).

EALD Stage 3 – Not eligible*

- Students beyond Stage 2 (Years 1 to 6) who continue to require EALD support within the classroom.

These students are not eligible for the EALD funding allocation but are identified as Stage 3 so teachers can plan, monitor and track progress. Monitoring of students on the progress map will also assist with educational planning at a high school level.

*Note: * “not eligible” refers to the EALD funding allocation; these students receive funding through the “per student” allocation.*

New Enrolment Checklist for Office Staff

The Principal, EALD teacher and school administration will determine the support the student can receive based on their visa number, date of arrival in Australia and level of SAE proficiency. This support may be within the school from the specialist EALD teacher or at an Intensive English Centre. Students will only be included in the EALD program after the parent has been fully informed of the available options and agrees.

- Enter student and other relevant information on SIS.
- Allocate Room in consultation with EALD teacher and Principal.
- Allocate faction in consultation with Phys Ed teacher.
- EALD teachers or office staff to enter 'Stage' number.
- Send transfer note if applicable.
- Photocopy front page of enrolment form. Give a copy to Languages, Music, Sport, EALD and Science teachers.
- Update names in Evacuation file in Office.
- Create student file.
- Print EALD student's previous report, 'Student Update Form.' Place report in EALD teacher's pigeon hole.
- Create a paper student file to be kept in the EALD classroom (EALD teacher).
- During enrolment or by letter advise parents the student will be participating in the EALD program and gain consent to have the Progress Map included in RTP.

What Parents Need To Know On Enrolment

On enrolment parents should be given some information about the school to read before the interview. It is important to organise an interpreter for the interview. The meeting provides an opportunity to exchange information that will assist the teacher, parent and the student in facilitating the student's transition to Bletchley Park Primary. The EALD teacher should be present if possible.

- Siren times
- Homework expectations
- How to buy lunches : Canteen Days
- Uniforms
- Car parking
- Other daily routines of the school : assemblies/ awards
- How to meet with the principal and teachers
- Absence and Late notes
- Parent involvement in the school

What Teachers Need To Know

- Educational background of the child
- Special skills and interests
- Health needs
- Country of birth
- First language
- Level of literacy in the child's first language
- Level of proficiency in English
- Contact phone numbers
- Parent's concerns

Supporting a New Student

- There may be a silent period when; you seem to get little response no matter how hard you try. This period is a natural part of the learning process.
- Build a relationship with the student and the family. Understand their culture and beliefs.
- Create a trusting and supportive learning environment. Think about labels and posters that may assist the EALD students to understand.
- The EALD child often understands but just does not have the confidence to try speaking and writing. After all, who wants to fail? Be patient and encouraging.
- Encourage them to read, write and speak in their first language, it helps with the transitioning process.
- It is important to consider finding a student who speaks the same language to initially help with peer tutoring/ mentoring. Older students may assist as mentors around the school.
- Allow a settling in period of up to 2 weeks before deciding on any level of support. During this time teachers can make observations and take into account oral and written work samples. Conference with the EALD teacher.

Practical Suggestions for the First Week

- Find a buddy for the child who is of the same sex and if possible, has the same language.
- Take the student on a tour of the school; draw a map with label if possible in the child's first language.
- Label objects in the classroom in English and in the child's first language.
- REPETITION – There is great value in going over the same words and sentences again both spoken and written
- Keep instructions simple and brief. Try to keep the classroom environment calm and relatively quiet to aid in listening and comprehension of instructions.
- Explain no homework policy; culturally there may be an expectation. If you send a reader home wherever possible preferably use non-fiction texts, which tend to be more readily understood by children of any culture.

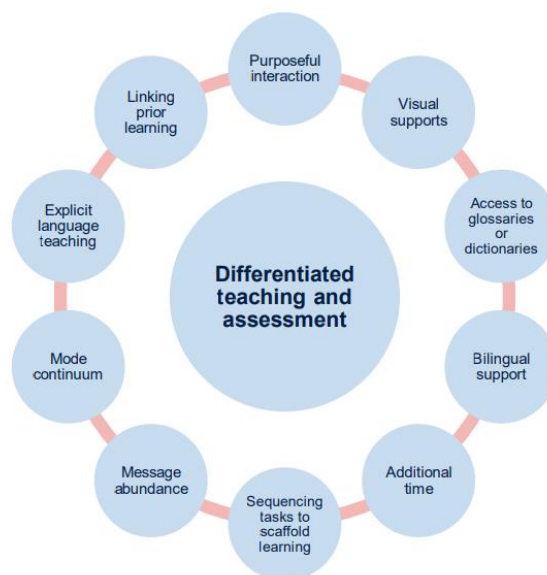
Differentiating Assessment

When working with EALD students, teachers need an understanding of students' level of English language proficiency to identify where explicit teaching is required, as well as the level of support needed to help them access the curriculum in the learning area. A range of student assessment data should inform teachers' judgments about EALD students' language learning development. Differentiated assessments using strategies appropriate to EALD students' level of language learning will identify their current knowledge of curriculum content and language. Diagnostic assessment is a crucial starting point for the effective teaching of EALD students. It provides information about where students are in terms of their general English language learning, their mastery of the academic language demands of each learning area and their knowledge of curriculum content. Assessment for, of and as learning should focus on students' skills and understandings in each of the language modes — listening, speaking, reading/viewing and writing, as well as their performance in relation to curriculum outcomes. EALD students who do not meet curriculum outcomes are not necessarily 'underperforming', but may be achieving at levels commensurate with their phase of English language learning. Comprehensive assessment data can be gathered through a variety of assessment strategies including:

- analysis of student writing,
- observations of oral interactions and/or interviews with students,
- reading logs
 - students' self-assessments,
 - classroom learning activities,
 - more formalised and rehearsed oral activities, and
- discussions or descriptions of items related to curriculum content.

Ensuring students are provided with appropriate support during assessments is important. Support may include:

- additional time,
- access to bilingual dictionaries,
- additional scaffolds eg: visual aids, writing scaffolds, access to word walls/ classroom displays, or
- bilingual instruction.



Scaffolding

Scaffolding is support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not quite be able to manage on their own (Hammond, 2001). Scaffolding can assist EALD students to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. Examples of strategies for differentiating through scaffolding can include: providing more time and input to build field knowledge, providing visual or bilingual supports, breaking tasks into smaller sections, giving explicit instruction on English language features, sequencing teaching and learning activities to provide controlled, guided and independent support, providing models to support learning, arranging opportunities for practise and feedback, ensuring language is in context and creating opportunities for oral interaction. Scaffolding has three major characteristics:

1. It is temporary help that assists a learner move towards new concepts, understanding and language.
2. It enables a learner to know how to do something (not just what to do), so that they will be better able to complete similar tasks alone.
3. It is future orientated: in Vygotsky's words, what a learner can do with support today, he or she will be able to do alone tomorrow (Gibbons, 2009)

Designed-in and contingent scaffolding are necessary elements of quality EALD pedagogy and practices.

Types of scaffolding	Examples
<p>Designed in/ planned scaffolding: planning for teaching, learning and assessment.</p>	<p>Activities that provide:</p> <ul style="list-style-type: none"> • Links to prior knowledge of language and content • Varied structures/ groupings (eg L1, language proficiency, mixed groupings) • Sequenced tasks to scaffold language and content learning • Clear learning goals • Message abundance • Medial texts • Metalinguistic and metacognitive awareness • Explicit and targeted language teaching • Opportunities for students to progress along the mode continuum • Purposeful interaction (task design and sequence) • Links to prior knowledge
<p>Contingent/ interactional scaffolding: curriculum language and literacy demands.</p>	<p>Interactions that:</p> <ul style="list-style-type: none"> • Link new learning to prior learning and experience • Allow for appropriating and recasting student contributions • Recap/ sum up key learning • Extend student talk • Stretch students use of language (recapping, going beyond IRF, supportive feedback, appropriating and recasting, extending wait time)

Model of scaffolding	Description	Elaboration
Controlled support	These are activities designed to provide students with the target language they need. Students are primarily using receptive language skills and are noticing aspects of the target language. Language input occurs.	Controlled support: <ul style="list-style-type: none"> • is usually teacher driven and planned • can be teacher or activity led • supplies the targeted language needed • involves planned modelling of language
Guided support	These are activities designed so students have multiple exposure to, and practice of, the target language. Students are using both receptive and productive language skills and are recycling language. Language intake occurs.	Guided support: <ul style="list-style-type: none"> • is usually activity led • provides partial scaffold for students as they apply and practise language • often involves students working in groups or pairs • provides opportunities to rehearse language
Independent support	These are activities designed to allow independent use of language. Students are predominately using productive language skills to recast language. Language uptake occurs.	Independent support: <ul style="list-style-type: none"> • allows students to demonstrate their use of targeted language • involves little or no scaffolding for students in their use of language • often involves students working individually

Class Placement Recommendations

EALD students are to be:

- Placed at a year level appropriate for their age.
- Distributed evenly amongst available classes.
- Where possible be placed in a class with students with a similar language background (four or more students). Staff to be aware that the new students may 'over rely' on other students thus impairing acquisition. For Kindy placements this is to be done at the end of term 3 of each year. This is to be done collaboratively with an EALD teacher and all Kindy teachers. For Years PP to 6, each student's language background is to be written on the class placement lists to ensure a variety of language backgrounds within in each class.
- After consultation with EALD staff, final decision is at the discretion of the Principal.

EALD Program, Assessment and Reporting

In consultation with the EALD teacher and class teacher, a decision will be made after observation and classroom assessments whether to place a student on the progress map. If a student is placed on a map, during each semester EALD students are planned for using the EALD Progress Map. This allows teachers to assist EALD students to maintain and improve their performance in SAE. The progress of students in the EALD program is monitored by the EALD teacher and the classroom teacher. At the end of each semester

EALD students will receive an EALD report (Progress Map) which must be completed collaboratively by both the classroom teacher and the EALD teacher. This is supported by the EALD Progress Map documents and will show the student's Standard Australian English language proficiency and comment on how they are performing in the EALD program. There is no direct relationship between an English Grade and an EALD Progress Map level.

Some students may be reported on using an English Learning Area Grade and/or a Progress Map level

The EALD Program is implemented for identified students from Kindy – Yr 6 with the focus on early intervention (K – Yr 2)

- Classroom assessment – Classroom teachers to utilize their normal classroom assessments (BPPS Assessment Schedule) and system data eg OSI, SAIS to develop a profile on the student. Classroom teachers to keep individual Progress Maps in all four modes (speaking, listening, reading/viewing and writing), for each EALD student who requires support. Check on RTP or student file to see if there are existing Progress Map. Each *Progress Map is an Individual Educational Program*.
- Formative assessment – EALD teacher and classroom teacher to collaborate using their own anecdotal notes, observations and work samples. Classroom teachers to highlight Assessment Pointers as they are achieved for identified EALD students who do not attend the EALD Program. Assessment pointers not achieved should form part of the teaching and learning program moving forward.
- Summative assessment – Progress Map – each demonstrated assessment pointer to be highlighted, and Semester Reports including the EALD drop down box with ticked levels. A comment to be written in the mainstream English Learning Area section. In the EALD comment section write, 'The information contained within this section of the report is supplementary to the information provided under the English Learning Area in RTP.' EALD teachers will write the EALD part of the report for students who attend the EALD program in consultation with the classroom teacher.
- Students who receive a 'strong C or B grade' in the English learning area and can successfully access mainstream curriculum, do not need to be reported on against the progress map, however teacher may continue to use the progress map to monitor and plan for student progress.
- At the end of each school year, the EALD teacher is to ensure Progress Map reports are updated in RTP and if required a hard copy is placed on the students file.
- For a student to have achieved a Progress Map level, 80% of assessment pointers must be achieved. For example, if there are 32 assessment pointers in a level, a student needs to have 26 assessment pointers highlighted.
- EALD teachers to complete Progress Maps of the students who attend the EALD Program.
- The EALD Progress Map is aligned to the West Australian Curriculum. There are four areas (Listening, Speaking, Reading/Viewing and Writing) There are 8 levels of achievement regarding the acquisition of Standard Australian English:
 - Beginning (Levels 1 and 2)
 - Emerging (Levels 3 and 4)
 - Developing (Levels 5 and 6)
 - Consolidation (Levels 7 and 8)

ACARA EALD Teacher Resource

The ACARA EALD Teacher Resources support teachers when developing teaching and learning programs for EALD students. The resource includes: EALD Overview and Advice, Annotated Content Descriptions for the English, Mathematics, Science and History syllabuses, EALD Learning Progression and Student Illustrations of the EALD Learning Progression.

[http://docs.acara.edu.au/resources/EALD Learning Progression revised February 2014.pdf](http://docs.acara.edu.au/resources/EALD_Learning_Progression_revised_February_2014.pdf)

Translation / Interpreting Services

A range of useful documents for teachers, parents and caregivers, translated into over 40 languages can be accessed.

You can also view a complete alphabetical listing of translations by document name, excluding document description: www.schools.nsw.edu.au/languagesupport/documents

The school can access On Call Interpreters and Translators for telephone and on site interpreting services or WA Interpreters..

Telephone and on site Interpreting – Cost are incurred by the Department and not the school

On-site Interpreting – 08 92257788 (fax 48hours before) or book over the phone 92257700