



# Ebbfleet Academy

## Language Acquisition Policy

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<b>Policy Status</b>	<b>Active (Created in consultation with ATU, AJE, NMU and SWI)</b>
<b>Date of Issue</b>	<b>May 2023</b>
<b>Date last Reviewed</b>	<b>May 2024</b>
<b>Date to be Revised</b>	<b>May 2025</b>

## **Language philosophy**

At Ebbsfleet, we believe that Language is an essential tool for teaching and learning therefore all teachers at Ebbsfleet Academy are language teachers and have responsibility for continual progress of students' reading ability, literacy and oracy. Although English is the language of instruction, all languages are respected and celebrated throughout the Academy.

Students are expected to become proficient in English whilst the acquisition of Spanish and French form a core part of our curriculum. In year 7, all students are exposed to both Spanish and French as part of our KS3 MYP curriculum, with students selecting which language they wish to pursue further towards the end of the academic year. The majority of students will take a GCSE in French or Spanish.

At Ebbsfleet Academy in all aspects of our language teaching we strive to:

- Promote enquiry based authentic language development.
- Focus on the trans-disciplinary nature of language development.
- Develop / inter-relate the skills of listening, speaking, reading, writing and media literacy.
- Promote consistency of practice in the teaching and learning of language.
- Provide appropriate feedback to support learning languages.
- Integrate language learning with interdisciplinary planning.
- Develop and promote cultural awareness and understanding.
- Develop lifelong learners.

## **Language and Literature**

Ebbsfleet Academy's English Department is committed to providing an inclusive and equitable learning environment. We aim to ensure access to the MYP curriculum offered by the academy for all students. Through inquiry based learning, and teaching language through context, students are encouraged to take responsibility for their learning of language and literature. Students will communicate in a variety of forms for a range of purposes. Students are assessed in a variety of ways utilising the MYP assessment criteria including projects, essays, presentations, creative writing, literary discussions, textual analysis, critical listening and portfolios.

- Through participation of the programme students will be able to:
- Further their understanding of the studied language and to explore and enjoy a variety of literature, informational text and culture;
- Communicate with clarity, accuracy and imagination;
- Develop a capacity to express themselves and respond to a variety of speaking, writing and listening activities, matching style and response to audience and purpose in all MYP subject groups;
- Develop skills in using technology in such a way to enhance communication skills.
- Developing passions for literature in all available contexts.

## **Language Acquisition**

In addition to English, students are exposed to both French & Spanish at Key Stage 3 with the vast majority of students continuing to study a modern foreign language in Key Stage 4.

The emphasis is on transactional linguistic competence and cultural studies. The Academy maintains a positive and stimulating environment for language-learning, and provides a varied, personalised approach, integrating listening, speaking, reading and writing as well as direct contact with other countries through trips.

All students participating in the MYP study at least two languages: English and French or Spanish. For language B, the lessons are formed using a combination of the National Centre for Excellence for Language Pedagogy (NCELP) programme, along with the Gianfranco Conti approach to Language Learning with a focus on phonics, vocabulary and grammar.

Within the CP course students must study at least one language. Exceptions to this policy are made for ESL students and/or those students who require additional English support. Such students will be required to take a specially designed ESL course and, if deemed appropriate, to audit English classes until such time as their English proficiency allows them to access the whole curriculum in a meaningful way. Language B combinations are arranged according to student choice and the availability of language teachers in the target languages.

## **Language Teaching**

All languages (MYP Languages A and B) are taught by qualified speakers of the languages. Language plays a key role in interdisciplinary learning, and the Academy's various departments of languages (English A; EAL/English B; Modern Languages) are ideally placed to play an active part in developing, designing and discovering valid cross-curricular links aimed at empowering students' intellectual growth.

## **EAL Provision**

Students entering Ebbsfleet Academy with limited proficiency in English receive appropriate additional support within the curriculum. English as an additional language students (EAL) are provided with one-to-one and small group support to develop their English acquisition skills and have unlimited access to programmes such as Flash Academy to assist their independent work. EAL students, depending on proficiency levels, follow a full programme in all required subjects, with some adaptations through the necessary scaffolding. The only exception to this is some students being temporarily withdrawn from pursuing selected subjects, enabling them to concentrate on achieving the level of functional competence in English needed to facilitate satisfactory learning in their "non-language" subjects, as soon as possible, which are all taught through the medium of English. When a student is in transition from EAL to English, they may, for a limited period, take both EAL and English courses. Teachers within the EAL Department monitor the progress of EAL/English students on a weekly basis, through meetings and conversations with other subject teachers. Students transition from English/EAL to English on a flexible and reactive basis at any point in the academic year and always in conjunction with the students themselves, their parents and their teachers. Whilst in non-EAL specific lessons, pupils will have a range of support

available to them, including but not limited to bilingual dictionaries, dual coded resources and the use of the Read Write toolbar.

## Home Languages Support

In addition, the Academy believes that it is essential for all pupils to have a strong foundation in one's own language (mother tongue), and therefore encourages and supports this development, wherever possible, through an ethos of acceptance and celebration of linguistic diversity within a genuinely international community. The student population at the academy is increasingly diverse with 27% of our students having English as an additional language. Students' mother tongues are shared with all teachers and staff and bilingual dictionaries are provided and used alongside the Read and Write software to enable pupils to access the language of instruction in lessons.

Furthermore, the multi-linguistic ability and cultural identity of these students are celebrated throughout their journey at Ebbsfleet Academy and where possible, students are entered for external examinations in their mother tongue. GCSE and A level examinations are offered in all languages which are currently supported by a UK examining body. Whilst some of our students are able to access these exams without further support or intervention, where needed, the Academy provides and finances a tutor ( listed below ) to allow pupils to be successful.

Native speakers of French / Spanish are actively encouraged to pursue the alternate Modern Foreign Language to GCSE, in order to further develop their multilingualism. As highlighted above, these students will still be entered for their GCSE exams in their home language.

**Tutors / Examiners used to support the community languages and mother tongue exams are listed below:**

Language	Name	Email
French	Stewart Dearsley	<a href="mailto:stewart.dearsley@latrust.org.uk">stewart.dearsley@latrust.org.uk</a>
Greek	Ioannis Souris	<a href="mailto:lsouris@townleygrammar.org.uk">lsouris@townleygrammar.org.uk</a>
Italian	Anna Laila Pace	<a href="mailto:annalaila.pace@kent.gov.uk">annalaila.pace@kent.gov.uk</a>
Panjabi	Pawandeep Singh	
Polish	Maksi Kozinska	<a href="mailto:maksi.kozinska@gmail.com">maksi.kozinska@gmail.com</a>
Portuguese	Naiade Oliveira Babelo	
Russian	Deimante Debrauskas	<a href="mailto:d.dambruskas@sky.com">d.dambruskas@sky.com</a>
Turkish	Ozlem Metin	<a href="mailto:metin.ozlem@gmail.com">metin.ozlem@gmail.com</a>

## Resourcing

The teaching of languages is supported by a wide range of audio-visual resources including, but not limited to Language Nut, Active Teach and Quizlet and the Library's print holdings and online facilities. Instructional methods are enhanced by the deployment of appropriate and effective ICT resources such as the Read Write tool.

The Academy celebrates diversity in all its forms through the delivered curriculum, extra-curricular and co-curricular programmes, as well as our SMSC and Personal Development programmes.

### **Responsibilities and roles**

The taught Language A curriculum	DoL for English; Literacy Coordinator, MYP coordinator Teachers of English
The taught Language B curriculum	DoL for MFL, Teachers of MFL
Placement in language classes	DoL for MFL,
Identification for EAL support	EAL Lead / SEN Coordinator
Profiling of new admissions	EAL Lead / SEN Coordinator
Review of language policy	Senior Leadership Team, MYP Coordinator
Home Languages opportunities	Assistant Principal / DoL for MFL

### **Language policy review**

The language policy will be reviewed annually and will strive to accommodate the following groups of students/local requirements:

- support for the development of Language A and Language B for all learners
- tailored support for students who are not yet proficient in English
- tailored support for mother tongues
- Support for all staff to facilitate maximum progress for language learning.

The development of our language policy has been and continues to be a collaborative process involving key stakeholders at Ebbsfleet Academy, including teachers, coordinators and heads of school.