

Language Policy

Aim of the Academy

To provide unique and enriching opportunities for all

This policy is to be linked to the following policies

- Equality Policy
- Independent Learning Policy
- Literacy Policy
- SEND policy

Principles

The Langley Academy has a rich language profile. Approximately 61% are monolingual English speakers, many employing a nonstandard dialect. Of the remaining, 29% are bilingual and come from homes where a language other than English is spoken. 9% of students are trilingual and 1% are quadrilingual. There are 84 languages and dialects (69 languages) represented in the academy's student profile. The largest 'community' languages represented are Urdu, Punjabi, Swahili and Polish..

The Langley Academy houses a Sensory Resource Base. One member of staff is proficient and qualified in Sign Language. However, within the Academy we do not have a need for Sign language. Parents have made a conscious decision for their children not to sign. Currently, none of the SRB students require this input owing to the advanced technology now available in their hearing aids, their level of hearing loss and the particular functioning of their residual hearing. Therefore the SRB functions as an auditory/oral base (– using listening and hearing aids and lip reading).

The Langley Academy offers Enrichment languages clubs in Urdu, Panjabi, Polish, Spanish and Arabic. These clubs are designed to support students who already have some skills in the language and wish to prepare for a public examination in that language.

The fact that many of our students speak a language other than English is an asset to the academy. Language encodes culture. Building upon the language skills students bring with them and helping all students to recognise and respect the skills of other students is excellent preparation for the ever changing multilingual and multicultural micro and macro societies in which we live. This process also celebrates and supports the academy's International specialism.

While a potential asset, however, the linguistic diversity of the academy also poses a complex challenge in the sense that some of our students arrive at the academy without the linguistic skills needed fully to develop within the secondary curriculum. Some bilingual students have limited competence in English and others, because they have acquired no literacy skills in their first language, find developing such skills in a second language difficult. Moreover, monolingual English speakers, while seemingly orally proficient, often speak a non-standard variety of English and themselves have poorly developed literacy skills.

Purposes

- To enable students who have a first language (mother tongue) access to the curriculum
- To provide support in the acquisition of the English Language both written and spoken
- To provide students access to texts (written and visual) in their mother tongue language
- To record and update yearly, a Language Profile for both staff and students
- To enable students to take public examinations at Key Stage 4 and Post 16 in their first language
- To support the academy's focus on internationalism
- To raise awareness of the diverse culture and languages spoken in the academy
- To support teaching and non-teaching staff in the differentiation of the curriculum to provide an inclusive education to all students regardless of the language spoken
- To ensure all students regardless of SEN and EAL reach an acceptable level/grade in literacy both oral and written
- To improve and develop verbal language skills

Guidelines

Language Information

While ethnicity/second language needs information is collated from the student profiles on entry to the academy, information about languages spoken derives from a language survey. The survey targets students, staff and parents and evaluates the Language Profile of the academy and informs needs, assessment, support and public examinations.

Language Awareness

At The Langley Academy raising awareness and introduction to other languages is a key focus. Students are exposed to a new language every half term. Displays of Language of the Term are in and around the academy. The language focus is adopted by all staff in the academy.

Intervention and Support

Support is given to students who are acquiring English as a second or third language in wave 2 or 3 intervention. The EAL support team provide intervention both in withdrawal classes and in class support. The withdrawal classes are aimed at students at Level 1, 2, 3 and insecure 4 on the EAL register as well as GCSE students as appropriate. In class support targets students who have acquired some English language skills. Teachers are trained to provide differentiation to support students in accessing the mainstream curriculum and also provides a translating programme the EMAS UK. All students are placed in the mainstream curriculum upon arrival at the academy.

While not exhaustive, curriculum areas should consider:

- the overall structure of a lesson to ensure it allows students at different levels of competence to easily gain access to the subject
- ensuring lessons have a useful balance between teacher and student-centred activities which will allow the support teacher to operate effectively in supporting given students
- the availability of translation when introducing a new topic, e.g through a Bilingual Support teacher, another student or EMAS for those students with little or no English
- Allowing bilingual students, in pairs/groups, to explore an issue orally in their mother tongue and/or English to ensure comprehension
- Allowing bilingual students with weak competence in English to sit with those with high competence to ensure that they can cope more readily with different activities
- When developing materials, the use of bilingual worksheets and differentiation of written tasks according to the competence of bilingual students in English.

Access to First Language Texts

The Learning Resource Centre provides a broad range of varied texts in other languages. Whilst it is impossible to stock texts in all 40 languages spoken in the academy a varied range is offered. This language resource will increase year on year and will eventually provide a valuable and effective source of support. The MFL Faculty are preparing a mini-library for French and Spanish texts and the EAL department are preparing a mini library to cater for the most spoken languages in The Langley Academy.

Language Provision for Monolingual English Students

The Langley Academy offers students to learn and study a language other than English. The Key stage 3 curriculum encompasses French and Spanish. At Key Stage 4 French and Spanish are offered at GCSE as option subjects. Post 16 students can opt for AS and A2 in French. The Enrichment languages clubs are also open to Monolingual English students.

Public Examinations

The Langley Academy offers students who are fluent in a language other than English, the opportunity to take a GCSE or GCE in that language.

Communication and involvement of parents

The Langley Academy places high importance on communication with parents. In most cases communication is in the academy's home language of English. However, a translation of letters and documents is available if requested. In oral communication we can offer a translator in some languages and the use of the EMAS translating system.

Speaking and Listening

The students in The Langley Academy are encouraged to improve their verbal language skills through a variety of events and tasks set in and out of the classroom. All students are encouraged to communicate in Standard English. In all subjects students are encouraged to communicate as individuals, pairs and groups. In English/MFL/Community Language GCSEs and A level students are expected to complete an oral assessment which forms part of the overall grade.

In Key Stage 3 speaking and listening tasks are built in to the schemes of work. As part of the ISSP, Key Stage 4 Gifted and Talented students are taught debating skills and then have the opportunity to attend a debating competition organised by Eton College. .



Links to International Schools.

The Langley Academy currently has links to schools in Ghana and France.

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