



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

INTRODUCTION

- 1.1 In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.
- 1.2 A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.
- 1.3 Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

AIMS AND OBJECTIVES

- 2.1 The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.
- 2.2 The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

TEACHING AND LEARNING STYLE

- 3.1 In our school, staff take action to help children who are learning English as an additional language by various means:
 - a. developing their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
 - providing a range of reading materials that highlight the different ways in which English is used;
 - ensuring that there are effective opportunities for talking, and that talking is used to support writing;
 - encouraging children to transfer their knowledge, skills and understanding of one language to another;
 - building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
 - b. ensuring access to the curriculum and to assessment by:
 - using accessible texts and materials that suit children's ages and levels of learning.
 - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses (someone to write for the child);
 - Using the home or first language where appropriate.

- c. provide specific support for identified children
 - Teacher with responsibility for children with EAL identifies children to be prioritised for support
 - Teacher with responsibility for children with EAL supports and allocates and oversees the work of any TA who is specifically supporting children with EAL

CURRICULUM ACCESS

- 4.1 All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.
- 4.2 In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.
- 4.4 The Foundation Stage helps children learning English as an additional language by:
 - building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
 - providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
 - providing bilingual support, where possible to extend vocabulary;
 - providing a variety of writing in the children's home language as well as in English through displays and dual language books;
 - providing opportunities for children to hear their home languages, where possible, as well as English
 - providing opportunities for parents to read to their children and the class in their home language

ASSESSMENT

- 5.1 We carry out ongoing recording of attainment and progress in line with agreed school procedures. Our school uses the agreed Language in Common assessments to measure English language competence for EAL children linked to the National Curriculum.
- 5.2 If a pupil with EAL is judged not to be making expected progress within the areas of the four language modes - speaking, listening, reading and writing, then further exploration of their learning needs may be required.
- 5.3 Statutory assessment arrangements for the national curriculum allow us to make adjustments for children who are learning English as an additional language and have limited fluency.

Date Reviewed: February 18