

English as an Additional Language (EAL) Policy

1 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.

2 Aims and objectives

- 2.1** The EYFS and 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.

3 Teaching and learning style

- 3.1** In our school teachers take action to help children who are learning English as an additional language by various means:
- 3.1a** 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;

3.1b 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 pictures, ICT, video or audio materials, dictionaries and translators and readers;
- using the home or first language where appropriate.

4 Curriculum access

4.1 All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

4.2 We do not normally withdraw children from lessons to receive EAL support but where appropriate will give additional support within classrooms either by the class teacher or from a support teacher or classroom assistant.

4.3 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;

5 Assessment

5.1 We will carry out ongoing recording of attainment and progress in line with agreed school procedures.

5.2 PIPS allow us to make special arrangements for children who are learning English as an additional language.

5.3 In the mathematics tasks and tests at Key Stage 1 we translate words or phrases that appear in the assessment materials or that the children use in their responses.

5.4 For the science and written mathematics tests at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English.

6 Monitoring and Review

- 6.1** This policy is the principals' ongoing responsibility and they review its effectiveness annually in consultation with the staff.

Signed:

Date: