

English as an Additional Language (EAL) Policy

1 Introduction

- 1.1** At St Anne's all our children are central to all we do, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.
- 1.2** Children may have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- 1.3** Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4** Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. At St Anne's we recognise the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

- 2.1** Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- 2.2** The aim of this policy is therefore to help ensure that we meet all the 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** At St Anne's, staff will use various methods to help children who are learning English as an additional language.
- 3.1.1** Spoken and written English will be improved by:
- ensuring that vocabulary work covers the technical as well as the everyday meanings;
 - covering not just key words, but also metaphors and idioms;
 - explaining how spoken and written English have different usages for different purposes;
 - providing pupils with a range of reading materials, to exemplify the different ways in which English is used;
 - giving pupils appropriate opportunities for talking, and using talk to support writing;
 - encouraging the pupils to relate one language to another;

3.1.2 Access to the curriculum and to assessment is assured by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

4 EAL and inclusion

4.1 At St Anne's we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work unless appropriate. We provide learning opportunities that enable all pupils to make good progress. We work hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

4.2 We may withdraw children from lessons to receive EAL support if appropriate. The language support teacher from the LEA works in partnership with class teachers and teaching assistants. This involves supporting individual children or small groups of children and, if necessary, teaching the whole class. It may also be appropriate for the language support teacher to work with groups composed not entirely of EAL children.

4.3 In the Foundation Stage we provide opportunities for children to develop their English, and we provide support to help them engage fully in teaching and learning activities.

4.4 The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities if possible for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

5 Assessment for learning

5.1 We use the QCA English scales to assess the English language competence of EAL children. We record attainment and progress according to agreed school procedures.

5.2 The statutory assessment arrangements of the National Curriculum 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 support EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

5.4 For 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 to 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.

5.5 The LEA language support teacher helps children during the Key Stage 1 and Key Stage 2 assessment period if possible.

6 Monitoring and review

6.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed:

Date: