

# English as an Additional Language Policy

## (EAL Policy)



### **Key Facts:**

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum (2014), but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We endorse the aspirations concerning curriculum that are set out in the DfES document *Excellence and Enjoyment* 2003, and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

## **1. Introduction**

- 1.1 In our school all our children are important, 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 A number of our children 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 This school recognises 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 (2014) 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 In our school teachers use various methods to help children who are learning English as an additional language:
- 3.2 developing their spoken and written English by:
  - ensuring that vocabulary work covers the technical as well as the everyday meanings;
  - explaining how spoken and written English have different usages for different purposes;
  - providing them with a range of reading materials, to exemplify the different ways in which English is used;
  - giving them appropriate opportunities for talking, and using talking to support writing;
  - encouraging them to relate one language to another;
- 3.3 ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT and audio

## **4. EAL & Inclusion**

- 4.1 In our school 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. We provide learning opportunities that enable all pupils to make good progress. We strive 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 do not withdraw children from lessons to receive EAL support. This involves providing CPD for staff, advice and strategies for class teachers and teaching assistants and supporting individual children and/ or small groups of children.
- 4.3 In the Foundation Stage we provide 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 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 a variety of writing in the children's home languages, as well as in English.

## **5. Assessment for learning**

- 5.1 Our school uses the Nassea steps to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures.

## **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.