



English as an Additional Language

THIS POLICY APPLIES TO EYFS

Introduction

This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards. It is the belief that all teachers are responsible for assisting EAL pupils in their language development.

Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (E.g. during Languages Week)
- We take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. We ensure no pupil is discriminated against, contrary to Part 6 of the Equality Act 2010.
- All teaching and support to pupil with EAL does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different needs and faiths.

Strategies

School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bilingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials

- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

Assessment

- School Registration form identifies pupils where English is their second language
- We carry out on-going recording of attainment and progress in line with agreed school procedures.
- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support may take place for a set period of time to address specific language or learning focus.

Foundation Stage

In the EYFS pupils learning of English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate

Responsibilities

An initial identification of a pupil's additional language will be done through the admissions procedure, which collates and distributes all information on new pupils with EAL to the relevant teachers and members of staff.

- Language(s) spoken at home
- Information on level of English studied/used from the previous school

The EAL Co-ordinator ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Targets for pupils learning EAL are set and met and provide an IEP where appropriate
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly
- Oversee initial assessment of pupils' standard of English as necessary
- Give guidance and support to set targets and plan appropriate work.
- Monitor standards of teaching and learning of pupils with EAL
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO

Class/subject teacher

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

Learning Difficulties, SEN and AGAT Pupils

Whilst the school recognises that most EAL pupils needing additional support do not have learning difficulties, should a learning difficulty be identified during assessment, EAL pupils will have equal access to the school's Learning Support provision. In addition, the school recognises that an EAL pupil, even though not fluent in English, may be identified as gifted and talented and if this is the case provision is made for them to fulfil their potential.

Parents and the wider community

We provide a warm and friendly admission process for the initial visit, induction, assessment and support of new pupils and their families. We will take into account parents' linguistic, cultural and religious backgrounds through the admissions process. When communicating with them, we will ensure our communication with families is effective.

Signed:

Headmaster

Proprietor

Date: December 2018

Review date: December 2019

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE