

Woodlands Primary School

English as an Additional Language Policy



Written by	Rita Tarrant-Blick
Ratified by Governors	Spring 2019
Date for Review	Spring 2021
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Rita Tarrant-Blick in order to ensure that it does not have an adverse effect on race, gender or disability equality

Introduction

At Woodlands Primary School the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage each child to achieve the highest possible standards. We do this through taking account of each individual's life experiences and needs.

There will be times when some of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

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

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.

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.(amendment 2003)

Responsibilities

- Headteacher and Governors to ensure that EAL is regularly considered and featured in the School Development Plan when relevant.
- For all staff to liaise effectively when considering the needs of pupils with EAL.
- Staff training to be available to support the planning, teaching and assessment of EAL learners. Governors will be invited to attend.
- Challenging targets are set by class teachers based on systematic data and evidence of progress.
- The school will keep parents and carers fully informed of all matters concerning the progress of EAL pupils.
- The school will provide bilingual reading material to embrace value and celebrate other languages in school.
- The school will also use a wide range of reading material that reflects the cultural diversity of our world.
- The school will work in partnership with families of EAL pupils and make links between home,, school and local community.
- Children are natural linguists and with our support children learning English as an additional language have the best foundations for becoming truly bilingual, with all the social and intellectual benefits this confers
- The child's first language has a continuing and significant role in identity, learning and the acquisition of additional languages. Other languages will be embraced and valued and different cultures celebrated. This may include themed weeks, assemblies and receiving visitors from other cultures.

Teaching and learning style

At Woodlands Primary School teachers will take action to help and encourage children to develop 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;

- 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;
- 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, amanuenses and EAL staff specialists;
 - using the home or first language where appropriate.

Curriculum Access

All children at Woodlands Primary School follow the curricular requirements of the National Curriculum. Children with English as an additional language do not produce separate work however they will receive the support they need to access teaching and learning. All children need to know where they are with their learning and what their next steps are. Learning intentions will be shared and understood and feedback will focus on them.

Individual sessions will be provided to EAL students to help develop their English language skills deemed appropriate.

Assessment

Since September 2016 all schools are required to assess each EAL pupil's 'proficiency level' using a new five point scale which is reported to the Government. This combines their reading, written and spoken language.

Woodlands Primary School has chosen to use The EAL Assessment Framework by the Bell Foundation to track the progress of EAL Students. This Assessment Framework provides a pupil tracking tool for teachers to monitor and record the progress of EAL learners, to ensure accurate records of language development are maintained. Individual pupil records will be updated at the end of the Autumn, Spring and Summer terms.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language. The EAL co-ordinator and Inclusion Manager will offer support during Key Stage 2 assessments if required.