



English as an Additional Language (EAL) Policy

Introduction

At Chancellor Park Primary 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.

A number 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, and our core values, 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.

A. Teaching and learning style

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

1). 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;

2). 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, audio materials, dictionaries and translators, readers and scribes;
- using the home or first language where appropriate.

B. Curriculum access

All children in our school follow the Early Years Foundation Stage, in Class R, and the curricular requirements of the National Curriculum from Years 1 to 6.

All children with EAL will receive additional support, as and where applicable, and dependent upon the individual child's level of English.

In the Early Years Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The Early Years 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;
- providing bilingual support, where possible, to extend vocabulary;
- providing a variety of writing, where possible and applicable, in the children's home language as well as in English;
- providing opportunities for children to hear their home languages, where possible and applicable, as well as English.

C. Assessment

Our school measures English language competence for EAL children linked to the National Curriculum. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

In the mathematics SATs at Key Stage 1 we are able to translate words or phrases that appear in the assessment materials or that the children use in their responses.

For the Mathematics Papers 1 and 2 and Science tests at Key Stage 2, we are able to 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.

We are also able to dis-apply a child with EAL, from Key Stage 2 tests, who has joined in the previous year before Year 6, i.e. Year 5, who came from a different country and this language is their first language spoken at home. Therefore as long as their reading and understanding of English is below that of the test level, and the tests cannot be accessed, even with the access arrangements in place for children with EAL, these children will not sit the Key Stage 2 tests.

D. Monitoring and Review

This policy was written in Spring 2016 and shared with all staff and governors.
This policy will be reviewed every 3 years, unless the need for review arises beforehand.