



Leedstown
Community
Primary School



English as an Additional Language (EAL) Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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Introduction

In our school we value all pupils equally. We aim for the highest possible standards, taking account of each child's individual needs and experiences.

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.

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.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. This school recognises and celebrates the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Key Terms

EAL = English as an Additional Language

LGB = Local Governing Board

Relevant Statutory and Regulatory Legislation

Equalities Act 2010

Scope

This policy applies to all pupils at Leedstown Community Primary School, who are learning English as an additional language, including their parents/carers.

Roles and Responsibilities

The Local Governing Body (LGB) has overall responsibility for the effective operation, and regular review, of this policy, and for ensuring compliance with equality legislation. Day-to-day operational responsibility for this policy has been delegated to Leedstown School Teachers, Teaching Assistants and the Senior Leadership Team.

Aims and objectives

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.

The aim of this policy is therefore to help to 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 Equalities Act 2010.

To meet these aims and objectives, we adopt the following approaches and strategies:

Teaching and Learning Style

In our school teachers use various methods to help children who are learning English as an additional

language develop their spoken and written English 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 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 talk to support writing;
- encouraging them to relate one language to another.

Teachers ensure children who are learning English as an additional language have access to the curriculum and to assessment 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;
- Using signs, labels and definitions around the school environment.

EAL and Inclusion

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. Children with English as an additional language do not necessarily have separate teaching unless they need it. New arrivals to the country will have discrete individual language lessons to enable them to acquire English language skills as quickly as possible. This is to allow them to be able to access the rest of school curriculum in mainstream classes as swiftly as possible. 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.

If necessary teaching assistants will assist with the teaching of a child with EAL in mainstream classes. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups composed not entirely of EAL children.

In the Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We help 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;
- engaging the child in educational games that develop their language skills;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- Celebrating and promoting a range of languages within the learning environment.

Assessment for Learning

We record children's attainment and progress according to agreed school procedures.

Assessment for children below Level 1 is based on Bell Foundation EAL Assessment Framework
<https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>

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 tasks and tests at Key Stage 1, we help 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. For the written mathematics test 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.

The language support teacher (to be allocated in liaison with support across the Trust) helps children during the Key Stage 1 and Key Stage 2 assessment periods.

Support for Families

The support from the school extends beyond the classroom as we value and encourage engagement and support from home. We do this by providing translation options on the school website, ensuring documents are easily translatable through free to use apps and providing translated materials and books. Where appropriate, the school actively engages the support of translators to enable families to fully access and communicate with teachers during meetings etc. We also engage with charity groups that may be involved with the families to ensure a holistic and joined up approach.

Monitoring and review

This policy is monitored by the LGB and will be reviewed every three years or sooner if necessary.

For all monitoring of local policies, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, incorporating the views of pupils, staff, parents and carers.