

ENGLISH AS AN ADDITIONAL LANGUAGE



***Creating:
Self-worth, Opportunities & Compassion***

Approved by:	The Proprietors	Date: 19.07.2021
Last reviewed on:		
Next review due by:	July 2022	

Introduction

In our 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.

The term EAL means 'English as an additional language' and includes those children for whom English is not the first language spoken at home and children who are bilingual.

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

- To create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils.
- To develop the oral and literacy skills of EAL pupils so they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- To integrate new EAL children into the school in order to ensure that they gain access to the curriculum and that we fulfil the Every Child Matters agenda
- To encourage and enable parental support in improving children's attainment.

Equal Opportunities:

EAL pupils are entitled to the full key stage 3 and 4 curriculum. We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child's home language is an essential part of the child's linguistic development.

Teaching and Learning Style

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

Developing their spoken and written English by:

- 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.
- Explain 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 vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

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, visual support materials, readers and amanuenses.
- Using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories.

- Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development, in their first language.
- Teacher assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children.
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

Curriculum Access

All children in our school follow the curricular requirements of Key Stage 3 & 4 and the Schools Full Curriculum. Children with English as an additional language do not produce separate work. Class teachers and Teaching Assistants support children within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class.

We assess the needs of each child and discuss with the child and their parents/carers to determine if withdrawal from lessons to receive EAL support would be beneficial. The

support should be clearly linked to the Schools & National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus. These may include:

- Preparation sessions with the pupil before teaching input, for example before a whole class session.
- Sessions following up a whole class or group session to reinforce key language and concepts.
- Sessions to enable the pupil to complete homework tasks with understanding.
- Intensive support for older bilingual pupils at a very early stage of learning English.

We plan opportunities for children to develop their English and we provide support to help them take part in activities.

The Schools Curriculum and implementation 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 to extend vocabulary.
- Providing a variety of writing in the children's home languages as well as English.
- Providing opportunities for children to hear their home languages as well as English.

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

The Role of the Teaching Staff

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English. Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made

- explicit to the pupils.
- Setting targets for improving oracy and speaking and listening.
- Assessing and tracking progress in Literacy.

The Role of the EAL Co-ordinator

- To maintain the EAL register.
- To act as a contact point and source of information for support staff. • To attend relevant INSET and feed back to staff.
- To be responsible for resources.
- To act as a contact point for class teachers
- To liaise with parents and other agencies and assist with communication between home and school, if necessary

The Role of the Support Staff

- To carry out an initial assessment of the EAL children on admission
- Working with targeted groups to support children's access to the curriculum.

Resources

The teaching staff are the fundamental resource for raising the achievement of EAL learners. Additional resources can and will be purchased if necessary.

Planning, Assessment and Record keeping.

Classroom activities will be differentiated by task, outcome, resources and adult support- details of support can be found on the planning sheets. Assessment of EAL children will be in accordance with the School's assessment timetable.

EAL children will be required to sit all exams and tests. The school will put in the appropriate requests to exam boards for any access arrangements that may be needed. Additional support may be provided by the SENDCo if required.