



English as an Additional Language Policy



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Overview Statement

In our school, we value each child as a unique individual. We will strive to meet the needs of all of our children and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language (EAL) are provided with learning opportunities that enable them to make good progress. We strive to meet the needs of all pupils learning English as an additional language and we take all reasonable steps to achieve this.

Rationale

It is our belief that all teachers are responsible for assisting EAL pupils in their language development. Activities which allow EAL pupils to work on tasks with peers who have English as a first language will enhance their language and social development.

Aims

Our main aim is for all EAL children to become confident in listening, speaking, reading and writing so that they can access the curriculum and communicate effectively with peers and adults. We will identify individual pupil's needs; recognise the skills he/she brings to school and ensure that he/she is able to access the curriculum to the best of his/her ability. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils which are reviewed on a regular basis.

The Context of the School

There are around 15 different languages spoken by the pupils of our school. Approximately 20% of pupils have a home language in addition to English.

Key Principles

Language develops best when it is used in purposeful contexts across the curriculum. Effective use of language is crucial to the teaching and learning of every subject. The language demands of learning tasks need to be identified and planned for. Attention should be given both to initial access and to extension. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored. Teachers and Teaching Assistants have a crucial role in modelling uses of language. A distinction is made between EAL and Special Educational Needs.

Monitoring and Assessment

- An initial assessment of an EAL pupil's ability in English is made when he/she enters the school using the 'Common European Framework for Languages' criteria. (Appendix A)
- Information is gathered about:
 - the pupil's linguistic background and competence in other languages;
 - the pupil's previous educational and schooling experience;
 - the pupil's family and biographical background.
- Beginner and Pre-Elementary learners of English are assessed in Reading, Writing, Speaking and Listening within their first half term at the school.
- Intermediate and advanced EAL pupils are assessed in terms of National Curriculum and EYFS levels

- Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils which are reviewed on a regular basis.
- Staff have regular liaison to discuss pupil progress, needs and targets.
- The school ensures that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Teaching and Learning

Beginner EAL learners follow a programme of study which lasts approximately twelve weeks. It covers basic tenses and lexical sets which are most useful for accessing the curriculum and effective participation in everyday contexts. Non-beginner EAL pupils' needs are met by differentiated opportunities which are indicated on short-term plans. Staff use support strategies to ensure curriculum access through the following methods:

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support e.g. repetition, alternative phrasing, peer support;
- Additional visual support, e.g. objects, pictures, demonstration etc.;
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
- Multi-media language resources;
- Writing frames and scaffolds;
- Discussion is provided before and during reading and writing activities;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;
- Where possible, learning progression moves from the concrete to the abstract;
- Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- Covering not key words, but also metaphors and idioms;
- Explaining how spoken and written English have different usages for different purposes;
- Providing a range of reading materials to exemplify the different ways in which English is use

Teachers ensure that children are able to access the curriculum by:

- Using texts and materials that support their ages and learning stages;
- Providing support through ICT, video and audio materials, dictionaries, relating their home language to English.

In the Early Years Foundation Stage, we provide opportunities for children to develop a good standard of English and we provide support to help them take part in these activities 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 written texts in the children's home languages, as well as in English.
- They also have opportunities to develop and use their home language in play and learning.

Early years children will be given the opportunity to develop and use their home language in play and learning, through working with the parents, which will in turn develop their language at home.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have Special Educational Needs (SEN) needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to the school's SEN provision.

Similarly, the school recognises that there may be EAL pupils who are more able and talented even though they may not be fully fluent in English.

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. We take account of parents' linguistic, cultural and religious backgrounds when communicating with them by ensuring that our written and spoken communication with families is effective through the use of plain English. We aim to work closely with members of the wider community to support our EAL pupils.

Monitoring and review

The Enhanced Learning Co-ordinator monitors the progress of EAL children in the school. The ELCo and the Headmistress hold regular meetings to review the work of the school in this area, regularly report to staff about the needs and development of pupils with EAL and the impact of the policy on the practice of the school.

ZLD

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Appendix 1: Common European Framework for Languages

The Common European Framework divides learners into six levels and describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

	Level	Description
Basic Speaker: Beginner & Elementary	A1	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Independent Speaker: Pre-intermediate & Intermediate	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Proficient Speaker: Upper Intermediate & Advanced	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	C2	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.