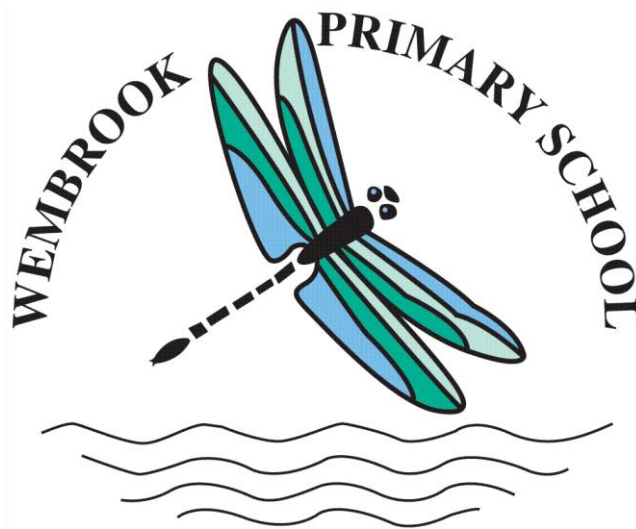


# ENGLISH AS AN ADDITIONAL LANGUAGE Policy [EAL]



Signed:

Headteacher

Chair Of Governors

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **1. Introduction**

- a) In Wembrook School the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all pupils to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.
- b) A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.
- c) Children who are learning English as an additional language have skills and knowledge similar to monolingual English – speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

## **2. Aims and Objectives**

- a) 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 in a multicultural society.
- b) The aim of this document is to help ensure that we meet the full range of needs of all those children who are learning English as an additional language, in line with the requirements of the Race Relations Act 2000.

## **3. Responsibilities and Key Tasks**

- a) To give EAL pupils a command of English which, as far as possible is equal to that of their peers, giving them full access to the whole curriculum.
- b) To develop social skills of EAL pupils through encouraging interaction with their peers, giving them equal opportunities both inside and outside the classroom.
- c) To strengthen school and community links by encouraging active parental involvement in the school, through attendance at Parents' evenings, achievement assemblies and other school events; by becoming school governors, classroom or dinnertime assistants, and the translation and interpretation of documents/letters etc.
- d) To organise and participate in events which raise cultural awareness in school and local communities.
- e) To contribute to the multicultural ethos in the school through wall displays, books and dual language labels.

- f) To increase language awareness by providing opportunities for children to demonstrate their additional language skills and supporting confidence in their own language repertoire.
- g) To develop good home school links before a child starts school and when any problems arise.
- h) To contribute to combating racism in line with Race Relation Act 2002 and Wembrook's Race Equality Policy.

#### 4. **Teaching and learning style**

In Wembrook teachers take action to help children who are learning English as an additional language by various means. We 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 spoken and written English are structured for different purposes across a range of subjects;
- providing a range of materials that demonstrate 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.

At Wembrook we ensure access to the curriculum and to assessment by:-

- using texts and materials that suit children's ages and levels of abilities;
- providing support through ICT, video / audio materials;
- using bilingual support when necessary or available.

#### 5. **Curriculum Access**

- a) All children in Wembrook School follow the curricular requirements of the National Curriculum. Children with English as an additional language do not produce separate work.
- b) Generally we do not withdraw children to receive EAL support. A variety of methods of support is used according to the age, stage of learning of the pupil and subject being taught. However, if it is considered that a child would benefit from a short programme of withdrawal, as well as in class support, e.g. for intensive basic language input; giving confidence in building relationships with peers and adults or helping to feel more secure in new surroundings, then withdrawal is used.

- c) In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.
- d) The Foundation Stage helps children learning English as an additional language by;
  - building on children's experience of language at home so that their developing uses of English and other languages support one another;
  - providing a range of opportunities for children to engage in speaking and listening activities with peers and adults;
  - if appropriate and possible, providing bilingual support to extend vocabulary.

## **6. Assessment**

- a) Wembrook School uses the Warwickshire ICSS Language Assessment Profile to measure English language competence for EAL children. We also carry out ongoing recording of attainment and progress in line with school assessment procedures.
- b) The statutory arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language when necessary. It may be in the translation of words in Key Stage 1 mathematics tests or in verbal responses, or in Key Stage 2 science and mathematics, the translation of technical words and phrases.
- c) The language support teachers offer support to children during the Key Stage 1 and Key stage 2 assessment period.