

# Holymead Primary School Policy on English as an Additional Language (EAL)

## 1 Introduction

In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take 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 associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## 2 Aims and objectives

We believe that all children should be entitled to a broad and balanced curriculum. 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 Race Relations Act 1976.

## 3 Teaching and learning style

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

We develop 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 a range of reading materials, to exemplify the different ways in which English is used;
- planning appropriate opportunities for talking, and using talking to support writing;
- encouraging the study of and comparisons between languages, to relate one language to another;

We ensure access to the curriculum and to assessment by:

- using texts and materials that are age-appropriate and learning stage appropriate;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

## 4 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 produce separate work.

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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.

Language support for children with English as an additional language is provided in a variety of different ways depending upon the needs of the individual. Generally, EAL learners are seated with children whose first language is English. Sometimes if a child is new to English they may require some additional vocabulary support to help them to communicate with their peers. If appropriate, EAL learners may receive support in a small group. Often, they will complete differentiated class work within the classroom.

Holymead Primary School helps 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;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

Where children receive support in a small group intervention, we follow a structured program to support their language development which is designed to gradually build their vocabulary and language skills. (See appendix: Intervention blocks for EAL children).

## **5 Assessment**

Our school uses the Solihull EAL Tracker to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures. (See appendix: 'EAL Levels of Competence and the DfE Proficiency Scale' and 'EAL Progress Tracker')

We record English language competence in line with statutory requirements. Attainment is measured 3 times per year and this information is stored on the school's central data base. This information is also collected as part of the census.

If a child is assessed as Level 4 or below, an action plan will be written by the class teacher using descriptors and suggested support activities from the Solihull Tracker.

As with all children, progress is discussed regularly in Pupil progress meetings (3x per year) and if a child with EAL is not making expected progress, an intervention may be provided to support language development.

## **6 Monitoring and review**

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

**Date: March 2018**

**Review: March 2020**