



# **Yenton Primary School**

## **English as an Additional Language (EAL) policy**

**Approved by Governing Board: Nov 2017**

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## Yenton Primary School

### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

#### **1. Introduction**

- 1.1 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.
- 1.2 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.
- 1.3 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.
- 1.4 Research suggests (despite some commonly-held beliefs to the contrary) that being a speaker of more than one language is not a 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**

2.1 Through the National Curriculum, the DfE expects effective teaching and learning for EAL to take place within the curriculum. They state the following:

*2.1.1 Teachers must take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.*

*2.1.2 Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.*

2.2 The aim of our policy is therefore:

- to ensure the promotion of equal opportunities for all learners for whom English is an additional language. This is in line with the requirements of the Race Relations Act (1976);
- to deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language;
- to have high expectations of all learners irrespective of their backgrounds or needs.

### **3. School's Duties and Responsibilities for EAL:**

**3.1** Collecting information about students' educational, linguistic and social background.

**3.2** Undertaking self-evaluation of EAL provision/policy.

**3.3** Developing an action plan to meet the needs of these learners.

**3.4** Monitoring achievement and attendance, setting clear targets and outcome measures for EAL learners.

**3.5** Monitoring school grouping policies to ensure that all students have equal opportunities to achieve.

**3.6** Ensure that all assessment policies link statutory assessments with additional assessments of students' acquisition of English.

**3.7** Ensure that EAL learners placed on the school's Special Needs register have genuine learning needs.

**3.8** Promoting ethnic, linguistic and cultural diversity, for example in the curriculum, assemblies, displays, resources and dual language texts.

**3.9** Seeking opportunities to extend and develop links with minority ethnic parents.

## 4. Teaching and Learning Style

4.1 In our school (see also 5.3 re Foundation Stage) teachers use various methods to help children who are learning English as an additional language:

4.1.1 Developing 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 talking to support writing;
- encouraging them to relate one language to another;
- provide opportunities for children to speak a new language;
- Teach topic/subject - whilst providing relevant vocabulary, structures and other opportunities to develop listening, speaking, reading and writing skills.

4.1.2 Ensuring their 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 word mats;
- using the home or first language where appropriate;
- provide good language role models for social interaction in learning activities;
- provide a secure, but intellectually challenging, learning environment;
- support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness etc) genre features and characteristics (narrative, reports etc);
- promote language and study skills and attitudes that enable EAL students to become independent learners;
- encourage parents'/carers' participation in EAL students' learning.

## **5. EAL and Inclusion**

**5.1** 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. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. 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.

**5.2** We do not withdraw children from lessons to receive EAL support. The class teacher or teaching assistant will support individual children or small groups of children. Sometimes this will be with groups composed not entirely of EAL children.

**5.3** In the Foundation Stage we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

**5.4** The Foundation Stage 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.

## **6. EAL Assessment/Record Keeping and Information Transfer**

**6.1** Initial assessment is carried out at the beginning of the school year and is continued on a termly basis.

**6.2** The school maintains an EAL register and regularly (termly) assesses EAL students' level of English development in four skills (reading, writing, speaking

and listening) and makes a record of those assessments. That record for each student is maintained through their school career.

### **6.3 EAL records contain:**

- initial assessments;
- termly EAL assessments with any other evidence which can be provided;
- examination results;
- any support provisions/ interventions (if provided);
- achievement records;
- teachers' feedback on students' progress.

**6.4** The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

**6.5** 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.

**6.6** If necessary for the science and written mathematics test at Key Stage 2, we may 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 may provide a verbal translation of the test to children who have limited English.

## **7. EAL and SEN**

**7.1** In our school a distinction is made between students who are learning English as an additional language and students who are learning English as an additional language and have special educational needs.

**7.2** Appropriate time is made available for the SENCO and EAL staff to work together to respond to the requirements of EAL students with special educational needs.

## **8. Monitoring and review**

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

**Signed:**

**Date:**