



English as an Additional Language (EAL) Policy

Ashmole Primary School is committed to the protection and safety of its children

Our Vision

Ashmole Primary School is committed to the vision of raising attainment to ensure all children have an outstanding education.

This is done through all children being engaged with and enjoying, practical relevant lessons across all areas of the curriculum.

Introduction

The teaching, learning, achievements, attitudes and well-being of all our children are essential to what we do and provide as a school. We encourage all our children to achieve the highest possible standards, irrespective of their gender, ethnicity, class background or beliefs. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. 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

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:

"Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning...Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary...Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas."

National Curriculum – Inclusion, Section C6 & C7.

We promote the principles of fairness, equality and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. We aim to raise the achievement of all ethnic minority pupils and pupils learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

Teaching and Learning Style

At Ashmole, our teachers take action to help children who are learning English as an additional language by various means. We develop their spoken and written English in our weekly plans by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;

- explaining 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 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.

We ensure access to the curriculum by:

- using accessible texts and materials that suit children's ages, interest levels and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses wherever possible;
- using the home or first language where appropriate.

Curriculum Access

The National Curriculum states that:

“Teachers should take specific action to help pupils who are learning English as an additional language by:

- a developing their spoken and written English*
- b ensuring access to the curriculum and to assessment.”*

National Curriculum – Inclusion Section C8

All children in our school follow the curricular requirements of the Foundation Stage and National Curriculum. Teachers include support for EAL pupils in their weekly planning and direct their teaching assistants on how to support these children in class when required. Where appropriate, children are also withdrawn from class to receive support. The withdrawal sessions can take the form of 1:1 or small group support. Those children who have a similar level of skill or fluency in English are grouped together so that we can meet their needs more appropriately.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The Foundation Stage 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 where necessary;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home language as well as English.

Assessment

Class teachers meet with the Inclusion Coordinator twice a year to discuss the progress of all our EAL pupils in reading, writing and speaking and listening. Children are given a fluency level in English, as taken from Hilary Hester's Stages of English and Lambeth's Ethnic Minority

Achievement Team, and 3 targets; one each for reading, writing and speaking and listening. These are reviewed twice a year.

The Inclusion Coordinator is responsible for tracking and monitoring the progress of all EAL pupils by gathering the results of teachers' termly assessments and analysing the results. This enables teachers to target support and intervention appropriately for EAL pupils.

Any new child with English as an additional language who joins our school is formally assessed using a mother tongue assessment where appropriate, once the child has been in school for a maximum of a term, allowing them to absorb the language that is spoken. We invite new parents to come for an induction meeting so we can interview them and discuss their child's level of English, their skills and needs, their home language fluency and any other relevant issues. We work closely with interpreters to support us in our work and ensure effective communication with parents.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language. The Inclusion Coordinator offer support to children during both the Key Stage 1 and Key Stage 2 assessment period (SATs).

In the mathematics tasks and tests at Key Stage 1 we translate words or phrases that appear in the assessment materials or that the children use in their responses. For the science and written mathematics tests at Key Stage 2, we allow key adults to support the EAL children by providing verbal or written translations of words or phrases in the test which we think are likely to prove difficult for them. We can also make a formal application for additional time to complete the tests for those children with English as an additional language.

Any child with English as an additional language that joins the school less than one academic year before they are due to sit the tests are exempt and do not need to be entered.

Management and Organisation

The Inclusion Coordinator is responsible for overseeing and managing the day to day operation of the school's EAL policy. In addition, the post requires the INCO to:

- Maintain and update the Pupil Survey (EAL) register.
- Liaise with staff about pupils' skills, difficulties and needs and ensure that EAL targets are incorporated in teachers' planning.
- Provide suitable resources.
- Advise staff on strategies for supporting EAL pupils through the consultation process.
- Track the progress of children with EAL along with the Assistant Heads
- Contribute to the in-service training of staff.

Monitoring and review

This policy is reviewed annually by the governing body.

Reviewed: October 2013

Next review: October 2014

