

English as an Additional Language Policy  
(Revised August 2018)

- Prepared using the DfE publication *Developing Quality Tuition , Effective practice in schools, English as an additional language 2011*
- *EYFS handbook 2017*

### **Introduction**

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

We recognise that Language is central to our sense of identity and belonging to a community. The profile recognises and values linguistic diversity. The communication skills of children for whom English is not their home language will vary.

However, learning English as an additional language (EAL) is not a special educational need.

### **Aims**

- To give all pupils the opportunity to overcome any barrier to learning;
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible;
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum;
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential;
- To encourage children to practise and extend their use of English;
- To encourage and enable parental support in improving children's language skills.
- To provide ongoing communication about their progress with their parents. We encourage that parents participation. Our inner stance allows the space for children to freely bring aspects of their culture to the class.

### **Objectives**

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School;
- To work collegiately to be able to assess and monitor these children's needs and make any necessary decisions about classroom management and curriculum planning;

### **School/class ethos**

- Classrooms are arranged to be socially and culturally inclusive;
- Teachers are aware of the child's mother tongue, and support their strengths and allow the child's self-esteem to grow, therefore enabling the child to become a bi-lingual;
- Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a child appears orally fluent

### **Assessment**

The Child's needs should be identified during the admissions process:

1. The admissions co-ordinator will report / collect information about children's additional language needs; this will be passed to the child's teacher.

A meeting with the child's teacher and the parent/carer begins the process of ongoing evaluation to meet the child's individual needs.

2. Following the above, lessons will be planned appropriately.
3. The teacher will keep a record of the child's progress and communicate this (together with reviews and new actions) with the parents regularly as required.

### **Teaching and Learning**

Staff can help children learn English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary;
- By setting appropriate expectations; encouraging children to contribute and give more than one-word answers;
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives;
- Recognising that EAL pupils may need more time to process answers;
- Through the rhythm, repetition and routine of the kindergarten and school, through poems, songs, rhymes and verses. All of these activities provide structure to strengthen, develop and help enhance their learning of the English language.
- In the nursery, the children learn through song and repetition of the spoken word.
- Giving newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained);
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encourage children to transfer their knowledge, skills and understanding of one language to another.

## **Access and support**

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Teaching Assistant in the classroom;
- Where necessary one to one support may take place

## **In the Early Years settings**

Children will be at different stages of learning English and one or more other languages. Practitioners need to find out as much as they can about a child's prior language experience and any education they have received elsewhere. Parents as the first educators are an important source of information.

Practitioners may need to help parents understand that a child's home language development will help them learn English. Parents also need to know that it is perfectly acceptable, even desirable, for the child's home language to be used in the setting.

Practitioners will need to observe the child over time and raise questions with the parents, and/or bilingual support assistants, to be confident about what the child knows and understands.

The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They must be able to participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning:

- their environment must reflect their cultural and linguistic heritage
- their learning be supported by a wide range of stimuli and experiences

In the kindergarten and Nursery, the school curriculum helps pupils 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 use of English and of other languages support each other;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Teachers and assistants refrain from talking to children in an abstract manner but instead talk about what is concrete and present that the children are experiencing.
- The daily repetition of stories and rhymes in circle time offers time for the children to absorb a rich experience of spoken English.
- In kindergarten and Nursery the children experience free play, therefore they have more chance to 'just be' and assimilate the language. As they are of the age group that is naturally at the stage of imitation, they absorb language readily.

We recognise that the child's home language will take priority at this stage, therefore, we work very closely with the parents to develop an EAL plan.

## **Responsibilities**

### **Admissions manager**

To obtain, collate and distribute information on new pupils to relevant teacher. This includes:

1. Language(s) spoken at home;
2. From the previous school, information on level of English studied/used;
3. Details of curriculum at previous school.

### **Teachers**

- All involved in teaching EAL learners liaise regularly during Pedagogical meetings Teachers communicate all EAL learners' progress regularly and as needed.
- Teachers meet with parents of all EAL learners to update them on progress regularly and as needed. They record these meetings
- We would discuss the needs of these pupils further if, in our professional judgment, appropriate progress is not being made.
- Parents and staff are aware of the school's policy on pupils with EAL;
- Relevant information on pupils with EAL reaches all staff;
- Training in planning, teaching and assessing EAL learners is accessed;
- Challenging targets for pupils learning EAL are set and met;
- Be knowledgeable about pupils' abilities and needs in English and other Subjects;

### **Issue date**

This policy takes effect from the August 2013

### **Review date**

This policy will be reviewed and revised by the school manager on an annual basis.

### **Endorsement**

Full endorsement to this policy is given by:

Name: Mr Martin Taylor

Position: Iona School Trustee

Signed: 

Date: 07/08/2018

Related policies

Admissions

- AGT policy
- Equalities
- SEND (nursery & School)
- Assesment

# *The Iona School & Nursery*