



# English as an Additional Language Policy

Last reviewed September 2017

**This policy should be read in conjunction  
with the following policies:**

**Inclusion Policy, Teaching and Learning Policy, SEN Policy,  
G&T Policy/ Anti-Bullying Policy/ Behaviour Policy**

**Reviewed by: Helen Johnson (EAL Coordinator)**

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# St Nicholas Primary School



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## **1. Introduction**

As a school we recognise that EAL Status is dependent on which language was learned first by a child.

In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

## **2. Aims**

In FS2 the EYFS Framework and in KS1 and KS2 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. We promote the principles of fairness 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. This is in line with the requirements of the Equality Act 2010.

Staff at St Nicholas Primary School aim to follow the guidelines issued by the DfE for the Autumn Census (2016) by striving to ensure that all children with EAL have been assessed using an Initial Language Assessment.

## **3. Teaching and Learning**

In our school teachers take action to help children who are learning English as an additional language in the following ways:

- providing a coherent, structured induction programme which ensures the child settles into class, is introduced to key members of staff, knows where important locations are and feels welcomed and included.
- 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;

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- endeavouring to build 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.
- delivering whole staff and bespoke training in teaching and learning of EAL pupils is an important part of the school's commitment to ongoing professional development.
- delivering the Talking Partners intervention programme when appropriate to our EAL pupils.

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, audio visual materials and dictionaries
- using the home or first language where appropriate
- using dual language signs, texts, Apps etc.

## 4. Curriculum

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work. We plan opportunities for children to develop their English, and we provide support to help them take part in activities as needed.

To support their learning we:

- Build 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;
- Provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Provide bilingual support to extend vocabulary.
- Provide a variety of writing in the children's home language as well as in English
- Provide opportunities for children to hear their home languages as well as English

## 5. Assessment

All children with EAL have been assessed using an Initial Language Assessment on entry to St Nicholas Primary School. We closely monitor and track the progress of these children and if necessary seek advice from the Inclusion Coordinator.

We carry out ongoing recording and attainment and progress in line with agreed school procedures.

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. Inclusion

Every pupil with EAL needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: developing a sense of belonging and celebrating all cultures, religions and languages across the school and within the outside community. We will also focus on being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

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These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.