

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



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Long Meadow School EAL Policy



This document outlines the Long Meadow School English as an Additional Language (EAL) policy. It details how EAL is supported throughout Long Meadow, in both the curriculum and other aspects of school life. This policy will be reviewed on an annual basis or as circumstances require.

At Long Meadow School we celebrate children's differing cultures, backgrounds and languages. We aim to offer an inclusive education in which the child's first language is acknowledged and encouraged to develop alongside their acquisition of English.

Children learn best when they are happy and confident, are praised and supported, given opportunities to show initiative and develop creative thinking, are encouraged to be independent and are challenged by high expectations.

The learning environment is an important element and should be stimulating and attractive, comfortable and welcoming, safe and imaginative. We want all pupils to develop positive attitudes towards learning, to show interest in and participate fully in school life, to show initiative, be confident, work co-operatively and attain their true potential.

Teachers, together with parents and the wider community, play an important part in the development of the whole child. Enjoying school and doing well, being healthy and staying safe and making a positive contribution to school and the community are desirable outcomes for all children. The curriculum and all of the enrichment activities we offer at Long Meadow School reflect our commitment to a rounded and inclusive education for all our pupils.

1. INTRODUCTION

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. 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.

2. AIMS AND OBJECTIVES

- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language
- To support access to a broad early years curriculum and to the National Curriculum, by improving children's fluency and providing bilingual support as appropriate
- To integrate new children into the school in order to ensure that they gain access to the curriculum and academic achievement
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment. 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

3. TEACHING AND LEARNING STYLE

In our school, teachers take actions to help children who are learning English as an additional language by various means:

Developing their spoken and written English 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

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, video or audio materials, dictionaries and translators, visual support materials, readers and amanuenses
- Using the home or first language where appropriate, for example encouraging children to speak in their Talking Homework in preparation for their Big Writing tasks

Providing additional support for EAL children who are learning in the following categories:

- Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language, such as books, signs, online translators
- Teacher assistant support which allows children to work in smaller groups or one to one and increases opportunities for modelling language structures and for conversations between adults and children
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school

4. CURRICULUM ACCESS

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Class teachers and Teaching Assistants support children mainly within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class. However, some withdrawal support for EAL may take place at times. Teachers indicate to the Teaching Assistants areas to develop and potential activities to complete with the children. The Teaching Assistants then enhance these activities with any specific resources they have. The support is clearly linked to the National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus. These may include:

- Preparation sessions with the pupil before teaching input, for example pre-teaching before a whole class session
- Sessions following up a whole class or group session to reinforce key language and concepts
- Sessions to enable the pupil to complete homework tasks with understanding if necessary
- Intensive support for older bilingual pupils at a very early stage of learning English
- In the Foundation Stage we plan opportunities for children to develop their English and we provide support to help them take part in activities
- We ask the parents to see what support they would be happy for us to put in place and we respect their wishes, i.e. have dual language posters in class

The Foundation Stage helps children learning English as an additional language by using some or all of the following:

- 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
- Providing a variety of writing in the children's home languages as well as in English

5. ROLES AND RESPONSIBILITIES

There are a number of persons responsible for the teaching of EAL in Long Meadow School. These are the Teaching Assistants who have a particular focus on working with children with EAL, EAL Co-ordinator (AHT), the Teaching Staff and Support Staff, the Senior Leadership Team, the Headteacher and the Governing body. Each member of staff undergoes an induction when they start work at Long Meadow School, during this their roles and responsibilities are explained in detail. For additional information about roles and responsibilities, please refer to the individual's job descriptions, as well as the Induction Folder.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate
- Communicating to children that they are expected to listen and respond when someone speaks to them

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils
- Setting targets for improving oracy and speaking and listening
- Assessing and tracking progress in speaking and listening

The role of the Teaching Assistants who support children by:

- Working with individuals and small groups in mainstream classes supporting them to achieve the success criteria of the lesson
- To withdraw children individually or in small groups for language or vocabulary support
- Help familiarise children new to the country with their new environment
- Help children acquire basic English vocabulary, skills and understanding
- Develop resources to support language acquisition for use by mainstream staff
- Work with the EAL co-ordinator (AHT) and mainstream staff to develop classroom resources including captions, labels, notices etc in minority ethnic languages and English
- Liaise with parents of identified children to support school procedures, expectations and aims (including homework expectations)
- Support children in full integration with peers
- Enhance teachers' planning through the use of visual aids, books etc
- Make suggestions to assist children to reach their potential
- Record children's progress on monitoring sheets and focus on their targets where necessary
- Regularly update the school community on initiatives designed to support community cohesion and multiculturalism through the use of the whole school display board
- To help in organising a Culture Week Food Fayre, which is a celebration of foods from around the world and gives children, parents, staff and guests the opportunity to taste a variety of different home cooked food
- Attend any relevant courses at EMASS

It is the role of the EAL co-ordinator (AHT) to facilitate these aims by:

- Assessing the children soon after they enter the school
- Speaking to parents/carers to gain knowledge of their child's previous experiences.
- Contacting the child's previous school if applicable

- Planning, feeding back and assessing with the child's class teacher
- Planning with the SENCO or outside agencies if necessary
- Planning work to the appropriate level of the child
- Having high expectations of standards of work
- Keeping abreast of new teaching methods
- Meeting parents at regular times during the year
- Supporting parents
- Arranging for translations
- Offering access to learning material in a variety of languages
- Being sensitive to children's differing experiences

8. INDUCTION

It is the aim of Long Meadow School that every child should settle happily into the school whatever stage or time of academic year they join us. When the child has EAL it is the role of the EAL Coordinator to:

- Meet with parents/carers prior to the child starting school and complete any forms and answer questions the parent may have
- Arrange for translators for this meeting and for the child's first day if appropriate
- Arrange for Child Buddies for the child's first day
- Inform the class teacher about the new child
- Arrange for time to be spent assessing the child and providing time and materials as appropriate to the child's needs.
- Planning with the Teaching Assistants who have a particular focus on working with children with EAL, class teachers and/or teaching assistants
- Helping the child form new friendships
- Monitoring how children settle in when they first start at Long Meadow School

9. EQUAL OPPORTUNITIES

We will provide opportunities to all our children, regardless of gender, race or disability. For more information on equal opportunities, please refer to Long Meadow School's 'Equal Opportunities' policy. It is vital that every member of the school community is valued and that the teaching that each child receives should respect and support the child in every way possible.

Emma Kidd
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