

Policy for Supporting Children Learning English as an Additional Language

Introduction

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

We have a strong ethos for promoting effective EAL practice as good practice for all our pupils. A number of our children have particular learning and assessment requirements which are linked to their progress in learning English as an additional language.

Some 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 communication skills in English. Many of our pupils are not fluent in their home language or English and this produces additional challenges for us as a school.

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

- to improve the speaking and listening and reading and writing skills of pupils who are learning English as an additional language;
- to support access to a broad curriculum by improving children's fluency and providing language and bilingual support as appropriate;
- to integrate new children in to the school, in order to ensure that they gain access to the curriculum and academic achievement;
- to use school, local authority and government resources effectively, to raise the attainment of EAL children;
- 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.

Teaching and Learning

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 is 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 talk is used to support writing;
- ensuring that teaching takes account of different styles of learning;
- using a variety of graphic organisers to scaffold learning;
- 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 language support one another.

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

- language support to enable newly arrived children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language as appropriate;
- teaching assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for developing speaking and listening and curriculum language skills;
- additional language support to target groups of children who are not on track in English and Mathematics.

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages, levels of learning and are culturally inclusive where possible;
- providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, readers and scribes;
- using the home or first language where appropriate.
- every child on entry into school is assessed by the SEND Assistant/Family Worker (in first language where appropriate) to ascertain the gaps of learning for that child, so that the child's needs can be met in class or by additional intervention sessions.

Curriculum Access

All children in our school follow the curricular requirements of the National Curriculum.

In addition to the whole school ethos of teaching and learning using effective EAL strategies, identified target children receive regular EAL support:

- In-class support is provided by teaching assistants to develop reading, writing and maths skills.
- Target pupils participate in a number of small group sessions which focus on the development of speaking and listening skills, vocabulary extension, grammatical awareness, and mathematical language preparation before teaching input in class, follow up sessions to reinforce key language and concepts, sessions to enable pupils to complete homework with understanding.
- Intensive support is provided for pupils at a very early stage of learning English.
- Daily one-hour English classes are delivered by TAs to support a small group of children at the Beginners stage in language acquisition, where the focus is on supporting the children to become confident in English.

Roles and Responsibilities

School is made up of a high number of pupils from varied ethnic backgrounds; all staff have responsibility for supporting and encouraging children to become fluent in English and for communicating school expectations for high standards to achieve this.

All staff have responsibility for:

- modelling good use of English in extended 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 teaching staff have responsibility for:

- planning work in the context of children's stage of fluency and anticipating opportunities for developing the 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 speaking and listening, reading and writing and maths
- assessing and tracking progress in speaking and listening, reading and writing and maths
- Staff who deliver the EAL daily English sessions and intervention groups use the NASSEA EAL Assessment grid to monitor progress.

EMA Achievement Leader has responsibility for:

- co-ordinating language support across the school;
- advising and supporting staff on effective EAL planning, teaching and learning strategies;
- identifying, assessing and monitoring EAL pupils who are not on track;
- liaising with EMA colleagues from other schools and the Local Authority;
- keeping up to date with current EMA issues and good EAL practice;
- keeping class teachers and parents informed about pupil progress;
- deploying support staff and resources to provide effective EAL support;
- providing data about EAL pupils as required by SMT and Local Authority.

Teaching assistants have responsibility for:

- working with targeted groups to support children's access to the curriculum;
- translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;
- translating to enhance communication between school and parents;
- keeping records of pupil progress and giving feedback to teachers and EMA Achievement Leader
- liaising with teachers to plan and organise resources to use in support sessions.

Family Workers:

- carry out targeted interventions with pupils to promote language development
- support children and families new to the country by helping the child to settle into the daily routines of the school. Family workers observe the child until they are independent within the setting.

Monitoring and Review

Our school uses a variety of assessment tools to measure pupil progress including the NASSEA EAL Assessment grid (See Assessment Policy.) The EMA-Achievement Leader uses attainment data from KS1 to identify target pupils and during KS2 to monitor target pupils and to identify children who are not on track.

Individual records of support sessions and monitoring of the progress of target pupils takes place half termly. This information shows and informs planning of future interventions. All target pupils' records are passed on when they leave our school.

Class teachers and parents are kept informed both verbally and in written form of progress and attainment throughout the year. Any child identified by the EMA team is assessed, supported and monitored as appropriate.

EMA and SEN

Children who are on the SEND register and under the support of the SEND team are not generally given specific EAL support. However, children can move between SEN and EAL depending on their priority needs.

Equal Opportunities

In our school all children are equal and have the right to learn and achieve their potential in accordance with statutory guidelines.

Equal Opportunities and Inclusion are implicit and explicit in all aspects of school life and learning.

We aim to provide effective learning opportunities for all pupils by the principles of:

- setting suitable learning challenges;
- responding to pupils' diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our school is culturally inclusive and teaches the understanding and celebration of the similarities and differences of the school and wider community through many Spiritual Moral Social Cultural opportunities:

- assemblies;
- displays around the school;
- competitions;
- visitors;
- trips;
- culturally inclusive curriculum and resources where appropriate;
- bilingual support to children and their families;
- valuing home language;
- encouraging the pupils to share aspects of home culture and language.
- Promoting British values

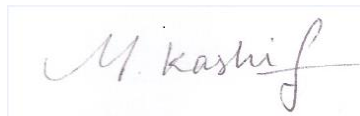
This policy will be monitored and reviewed by the EMA Achievement Leader on an annual basis.

Policy updated: December 2023

Staff responsible: Sylvia Douglas

This policy was ratified by the Governing Body on: 13th December 2023

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

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