

Hornsea Burton & Skipsea Federation

EAL Policy (English as an additional Language)

We believe that 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.

Staff, together with Parents and the Wider Community, play an important part in the development of the whole child. The curriculum and the different enrichment activities we offer at Hornsea Burton and Skipsea Primary Schools reflect our commitment to a rounded and inclusive education for all of our pupils.

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 few 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

- *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.

TEACHING AND LEARNING STYLE

In our school, staff 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, dictionaries and translators, visual support materials, readers.

*Using the home or first language where appropriate.

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

*Teacher assistant support which allows children to work in smaller groups 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 milestone or more behind that which would be expected for their age/time in school.

CURRICULUM ACCESS

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 do not generally withdraw children from lessons to receive EAL support. Class teachers and Teaching Assistants support children 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. The support should be 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 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.

*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.

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

ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening.

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 SENCO is responsible for:

- *Liaising with other staff and professionals to help complete an initial assessment of children's speaking and listening level of admission to school.
- *Check that additional planning and preparation for targeted children has been done by teachers which will support access to the curriculum and/or development of English fluency.
- *Supporting or accessing support for whole school or year group planning with additional input on developing language across the curriculum.
- *Identifying and providing resources which support children learning English as an additional language.

*Updating speaking and listening assessments each term in partnership with class teachers.

Additional classroom support staff 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.

ASSESSMENT

Children with English as an additional language will undertake regular assessments in Reading, Writing and Maths just like any other pupil in the school.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

EMAG (Ethnic Minority Achievement) AND SEN

Bilingual children with Special Educational needs are eligible for support, particularly at the stages of fluency where a child is working below expectations of the National Curriculum where all teachers need to monitor a child's progress, gathering information about the nature of the child's difficulty.

This policy was reviewed October 2015 and very minor changes were needed. It will be reviewed every 2 years or sooner if necessary.