

# Wheatfield Primary School

*'High Achievement through Growing and Learning Together'*

## English as an Additional Language (EAL) Policy

(Non-Statutory Policy Document)

Issue No 2

October 2016



Approved by Head Teacher: October 2016

Approved by Governors: October 2016

Review Date: October 2019

### Wheatfield Primary School

Wheatfield Drive  
Bradley Stoke  
Bristol BS32 9DB

Tel: 01454 868610

Email: [office@wheatfieldprimary.com](mailto:office@wheatfieldprimary.com)

Website: [www.wheatfieldprimary.com](http://www.wheatfieldprimary.com)

# English as an Additional Language (EAL) Policy

---

## CONTENTS

1	INTRODUCTION.....	3
2	AIMS AND OBJECTIVES .....	3
3	TEACHING AND LEARNING STYLE .....	3
4	CURRICULUM ACCESS .....	4
5	ASSESSMENT.....	4

# English as an Additional Language (EAL) Policy

---

## CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	June 2009	New policy document.	C Detzler
2	October 2016	Document reviewed and updated.	D Hickson & A Grotzke

## SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed every three years or updated as and when changes occur. This is to be recorded in the minutes of the Curriculum and Achievement Committee.

# English as an Additional Language (EAL) Policy

---

## MAIN DOCUMENT

### 1 INTRODUCTION

- 1.1 At Wheatfield Primary 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.
- 1.2 A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.
- 1.3 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

- 2.1 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 Wheatfield Primary.
- 2.2 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 Race Relations Act 1976 and the Race Relations (Amendment) Act 2000.

### 3 TEACHING AND LEARNING STYLE

- 3.1 In our school teachers take action to help children who are learning English as an additional language by various means:
- 3.2 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 reading and 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.
- 3.3 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, readers and amanuenses.
  - Using the home or first language where appropriate.

# English as an Additional Language (EAL) Policy

---

## **4 CURRICULUM ACCESS**

- 4.1 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.
- 4.2 EAL children may be withdrawn from lessons to receive support. This involves supporting individual children or small groups of children with shared needs in a focused group. EAL children also take part in small group work with specialised TA support.
- 4.3 In the Foundation Stage all children are immersed in early language development. At the end of the year children will be assessed according to their needs with support provided from year 1 onwards.
- 4.4 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 where possible; e.g. providing examples of L1 as well as English common vocabulary displayed in classrooms.
  - Providing opportunities for children to hear their home languages as well as English, e.g. having visitors in.

## **5 ASSESSMENT**

- 5.1 Our school uses the Extended Scales to measure English language competence for EAL children linked to the National Curriculum. We are working with EMAS to carry out ongoing recording of attainment and progress in line with agreed school procedures.
- 5.2 The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language, where appropriate.
- 5.3 In the mathematics tasks and tests at Key Stage 1 we seek to translate words or phrases that appear in the assessment materials or that the children use in their responses, if appropriate.
- 5.4 For the science and written mathematics test at Key Stage 2, we seek to provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language.
- 5.5 The EAL co-ordinator provides support to teachers when writing individual ILPs and, where possible, resources to teach and extend language points or concepts. Where necessary, the EAL co-ordinator or Specialist Teaching Assistant will take children individually for specific teaching points.