



Community First Academy Trust

English as an Additional Language Policy

Community First Academy Trust
Rivington Avenue, Platt Bridge, Wigan WN2 5NG
T. 01942 487973 | E. info@cfat.org.uk
www.cfat.org.uk

ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: September 2018

Planned Review Date: September 2020

English as an Additional Language (EAL) Policy

1 Introduction

- 1.1 In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.
- 1.2 A number of our children have particular requirements with regard to learning and assessment, linked to their progress in learning English as an additional language.
- 1.3 Children who are learning English as an additional language may have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

- 2.1 Underlying the Curriculum is the entitlement of all children to access all areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens.
- 2.2 The aim of this policy is to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

3 Teaching and learning style

- 3.1 In our school teachers and support staff use a range of methods to help children who are learning English as an additional language:
- 3.1.1 Developing their spoken and written English by:
- ensuring that vocabulary work covers the technical as well as the everyday meanings;
 - covering not just key words, but also metaphors and idioms;
 - explaining how spoken and written English have different usages for different purposes;
 - providing a range of reading materials to exemplify the different ways in which English is used;
 - giving appropriate opportunities for talking and using talking to support writing;
 - encouraging them to relate languages to each other;
- 3.1.2 Ensuring their access to the curriculum and to assessment by:
- using texts and materials that suit their ages and learning stages;
 - providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
 - using the home or first language where appropriate.

4 EAL and inclusion

- 4.1 In our school we value each child as a unique individual. We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the Curriculum. We provide learning opportunities that enable all pupils to make outstanding and good progress and take all reasonable steps to meet the needs of all pupils learning English as an additional language,
- 4.2 If appropriate we can offer some additional support outside of the classroom in order to boost children's ability to understand the classroom language and develop receptive and expressive

language at a functional level. This support can then be withdrawn over time to be replaced with appropriately differentiated curriculum and materials.

4.3 In the Early Years we provide opportunities for children to develop their English through instruction and interaction and we provide support to help them take part in activities.

4.4 Within the Foundation Stage we help children learn English as an additional language by:

- building on their experience of acquiring language at home and in the wider community so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities with peers and with adults;
- looking for opportunities to provide bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages as well as English;
- providing examples of writing in the children's home languages as well as in English.

5 Assessment for learning

5.1 Our school uses a number of assessments to monitor the language competence of EAL children including; teacher assessment, NASSEA steps materials and the BPVS.

5.2 If required, we may use the statutory assessment arrangements of the National Curriculum to allow us to make special arrangements for children who are learning English as an additional language.

5.3 In the mathematics tasks and tests at Key Stage 1 we can support EAL children by translating English words or phrases in the assessment materials and any non-English words or phrases that the children use in their responses.

5.4 For the science and written mathematics test at Key Stage 2 we can provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we can provide a verbal translation of the test to children who have limited English.

6 Monitoring and review

6.1 This policy is monitored by the Local Governing Body, and will be reviewed in two years, or earlier if necessary.

Signed:

Date: