



The Spinney Primary School English as an Additional Language Policy document

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.

1. INTRODUCTION

At The Spinney School the teaching, learning, achievements, attitudes and well-being of all our children is paramount. 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

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. Our aims are as follows:

- 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 use school, County and government resources effectively to raise the attainment of children for 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.

3. TEACHING AND LEARNING STYLE

At The Spinney 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;
- Using the home or first language where appropriate. Providing additional support when available from CREDS 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;
- 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. Foundation stage

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.

In the Foundation Stage we plan opportunities for children to develop their English and we provide support to help them take part in activities.

All children's spoken English is assessed using the WELCOM package and interventions are used accordingly.

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;

5. 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;
- Assessing and tracking progress in speaking and listening.
- Assessment of children's speaking and listening level at set assessment times
- Identifying and providing resources which support children learning English as an additional language;
- Updating speaking and listening assessments each term.

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;

6. ASSESSMENT

We carry out ongoing termly recording of attainment and progress in line with agreed school procedures. In the Summer term this information is handed over to the teacher for the next school year in order to identify teacher support for the coming year.

Policy reviewed February 2016 J Lane

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