

# English as an Additional Language Policy

## Stanley Grove Primary and Nursery School

Reviewed: November 2022



At Stanley Grove, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can writing a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

We believe that:

- All children learning English as an additional language are entitled to access the broad National Curriculum. English is best learned through the curriculum and children are encouraged to engage in class activities from the onset
- Spoken language is central to progress in all areas of the curriculum
- All colleagues are responsible for building strategies into their planning to support the language development of all EAL children and to structure teaching appropriately
- EAL is not confused with SEN
- Children are likely to need subject specific language support after they have become reasonably fluent in social forms of English

We firmly believe that language learning is most successful, for both first and EAL speakers where:

- staff and pupils value and make use of the cultural and linguistic diversity within the school community
- the informed contribution of parents to their children's education is seen as vital to the children's progress.

### **Statement of Aims for Children with EAL**

We aim to ensure that all EAL children are able to:

- use English confidently
- use English as a means of learning across the curriculum
- make use of their knowledge of other languages
- make good progress from their starting points

We will identify individual children's needs, recognise the qualities they bring to our school and ensure equality of access to a quality curriculum. We will do this by making appropriate provision of teaching and resources for children for whom English is an additional language.

### **Planning and Teaching for pupils with EAL needs**

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs and in groups and through collaborative activities. Children are encouraged to explore a range of learning styles – visual, auditory and

kinaesthetic- and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

In our school, we place a great emphasis on Talk for Writing activities, which underpin the development of language for oral and written communication. Across school, we use consistent symbols through our marking codes and visual aids for writing. We pre-teach and display key vocabulary and mnemonics which also aids our EAL pupils. We also use daily repeated reads in EYFS and KS1 which reinforces vocabulary and overlearning through repetition which further supports our EAL and other pupils.

## **Home/School Links**

We firmly believe that language learning is most successful, for both first and EAL speakers where the informed contribution of parents to their children's education is seen as vital to each child's progress. Positive home/school links are very important. Families need to feel confident in approaching the school and interpreters are offered when appropriate when completing admission forms, attending parent/carer consultation meetings etc.

- We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families.
- We aim to ensure that our written and spoken communication with families and the community is effective through the use of plain English and translators and interpreters, if appropriate and available. □ The progress of EAL children is carefully monitored

## **Integration into our School**

- All new children and families are welcomed into our school.
- Staff and pupils value and make use of the cultural and linguistic diversity within the school community □ All staff offer effective models of spoken and written English.
- Children in the early stages of learning English who are literate are encouraged to record work in their home language
- EAL children are taught subject specific vocabulary
- All relevant staff are aware of the language needs of all EAL children.

## **G+T and SEND**

Most EAL children requiring additional support do not have SEN. However, if SEN are identified during assessment, then EAL children will have equal access to school provision. Equally, we will identify children who are likely to be G+T children even though they may not be fluent in English.

## **Assessment and Record Keeping**

The progress of all EAL children is carefully tracked and recorded.

All children have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

We analyse EAL achievement and regularly evaluate the effectiveness of additional support.

## **Success Criteria**

- Children are happy and confident.
- They make good progress towards being confident English speakers.
- Staff are increasingly confident in meeting the needs of EAL children.
- Parents/carers are comfortable in approaching our school and in supporting their child's learning.

All staff are responsible for implementing this policy.