



OAKTREE NURSERY AND PRIMARY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

At Oaktree Nursery and Primary School it is our aim to:

Engender positive attitudes among our Oaktree community so that everyone respects the rights of all people and challenges inequalities based on ability, gender, ethnicity, language, culture, age, class, disability or religion. We want all our students and staff to feel valued as we celebrate their uniqueness.

Rationale

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 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 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

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.

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.

Teaching and learning

In our school teachers take action to help children who are learning English as an additional language by various means:

- 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;
- 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;
- Ensuring that talking is used to support writing;



- Encouraging children to transfer their knowledge, skills and understanding of one language to another;
- Ensuring access to the curriculum and to assessment by using accessible texts and materials that suit children's ages and levels of learning;

Curriculum access

All children in our school follow the curricular requirements of the Foundation Stage or the National Curriculum. Children with English as an additional language do not produce different work. The learning needs of individual children are met through differentiation. We plan opportunities for children to develop their English, and we provide support to help them take part in activities.

We provide further opportunities for children to develop spoken English language groups run by our school Speech and Language TA.

Welcoming New Arrivals

It is crucial that new arrivals and their parents and carers are welcomed and made to feel part of the school community as early as possible. Our induction process reflects this.

Once parents/carers have contacted school the family is invited to visit the school. This is also an opportunity to provide parents/carers with information about school. The family is shown around school and introduced to the child's new teacher and class. A range of information is gathered, including information about the educational, cultural and religious background as well as the languages spoken, read and written by family members. The child is invited to talk about their interests via an informal chat with their class teacher.

Assessment

Initial assessments of EAL children who have just arrived at the school focus primarily on speaking and listening, reading and writing and sometimes maths. They are conducted by the speech and language TA, 3 or 4 weeks after the child has started school to allow them time to settle in. Teachers also observe children in various situations and hold informal discussions with the child and parents/carers using the Bell Foundation Guidance. If appropriate and where possible, the child's knowledge and understanding in other curriculum areas may be assessed through their first language. Following this process, targets may be set and a programme of support put in place.

Role of the Co-ordinator

The co-ordinator is responsible for:

- Monitoring the standards and progress of EAL children;
- Monitoring provision for all children for whom English is an additional language and advising on specific provision for underachievers;
- Advising and supporting colleagues in their CPD;
- Keeping up to date with current developments in EAL pedagogy and practice;
- Liaising with parents, carers and families;
- Supporting the design and delivery of a culturally inclusive curriculum;
- Developing appropriate resources.



Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy;
- Assessment and Record Keeping;
- Responding to pupils' work / Feedback / Marking policy;
- Special Educational Needs Policy;
- ICT Policy;
- Equal Opportunities Policy;
- Health and Safety Policy.

Member of staff responsible: Val Weston

Date of Review: September 2022