

English for Speakers of other Languages (EAL)

1. Introduction

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 about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be far in advance of their communicative skills in English.

Children are not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught, inclusion is a fundamental entitlement for all pupils.

2. Aims

Our 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.

3. Teaching and learning style

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

- a) providing a welcoming classroom environment;
- b) pairing pupils with a competent English speaker;
- c) developing pupils 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 speaking, and that speaking is used to support writing;
 - encouraging children to transfer their knowledge, skills and understanding of one language to another;

- d) 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 and practicable.

4. Curriculum access

Pupils in our school in general follow the basic curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language have full access to the curriculum.

At the Foundation Stage we help 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;
- planning opportunities for children to develop their English skills,
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing, if possible, bilingual support to extend vocabulary.

In the main school we aim to develop English as an additional Language by:

- ensuring pupils learning English as an additional language spend most of their time in the mainstream class.
- grouping bilingual pupils with competent English speakers. As pupils naturally modify their talk towards that of their peers other pupils can provide good models of English.
- modifying pupil's inaccurate spoken English by example, rather than by correction alone.
- regarding literacy inaccuracies as developmental.
- employing collaborative learning methods, where EAL pupils are hearing English and are motivated to express themselves in English.
- using language: listening, speaking, reading, writing, inter-dependently.
- planning and evaluating learning activities in collaboration with the EAL or Learning Support teachers when appropriate.

If appropriate pupils at Key Stage 2 and 3 may be withdrawn from class to receive EAL support.

EAL pupils in the Upper Junior and Senior Departments may have specific lessons to develop their English skills rather than studying French.

5. Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

The learning support teacher may offer additional support to EAL children during the Key Stage assessment period.

Pupils may be entered for the Cambridge Preliminary English Test, First Certificate in English or Certificate of Advanced English or one of the AQA series of Junior English or Senior English Tests (JET SET) designed for children aged 6 to 14 years.