



# **English as an Additional Language Policy (EAL)**

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**Date of policy written: Sept 2011**

**Date of policy review: October 2013, October 2016**

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# English as an Additional Language (EAL) Policy

## Introduction

At Benton Dene, 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.

## What is EAL

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Benton Dene Primary, several languages are spoken at home and in school and we aim to cater for all these pupils to whom English is an additional learning need.

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.

## 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 style

In our school teachers should, when this situation arises, take action 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, readers and amanuenses;
- using the home or first language where appropriate.
- Accessing LA support if appropriate.

### **Curriculum access**

All children in our school follow the curricular requirements of the EYFS and the National Curriculum. Children with English as an additional language will not produce separate work, but also work within this framework.

We will seek advice from the authority EAL support service and work in partnership to seek the best way in which to proceed to ensure the child's full entitlements are met.

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

The Foundation Stage would 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;
  - providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
  - providing bilingual support to extend vocabulary;
  - providing a variety of experiences in the children's home language as well as in English;
  - providing opportunities for children to hear their home languages as well as English.
- Key Stage 1 and 2 will follow similar strategies as appropriate for the individual.

At Benton Dene Primary we define International New Arrivals (INA's) as children who have not had a consistent education in this country for the past year.

We are in the process of developing our induction and initial assessment procedures to ensure the smooth transition of EAL pupils joining our school.

### **Key Principles for INA or new to English**

- Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.

- Where possible use other pupils/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for hand on (kinaesthetic) learning such as role play, games and visits.

### Strategies for working with children who are new to English

- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures
- photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

### Success criteria for an induction

#### End of Week 1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

#### End of Week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines

- To initiate contact (physical or verbal) with a teacher or teaching assistant
- to be settling to tasks in the classroom
- to be playing with others in the playground

### End of first term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner

## **Assessment**

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

In the mathematics tasks and tests at Key Stage 1 we would translate words or phrases that appear in the assessment materials or that the children use in their responses.

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

We would use additional support staff to support to children during the Key Stage 1 and Key Stage 2 assessment period.

**Signed:**

**Date:**

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