



## St James C of E Infant School

### English as an Additional Language Policy

March 2018

#### **Our Mission Statement**

St James C of E Infant School we encourage happiness, kindness and respect, with a love of learning within our Christian environment.

#### **School Aims**

**We will** provide a wide range of exciting and challenging experiences for all to enable our pupils to become effective learners and reach their potential.

**We will** promote responsible citizenship, built on respect for ourselves and others, through active links with the local and wider community.

**We will** promote high standards of physical, emotional and mental health and well-being among our school community.

**We will** promote Christian values through an ethos of love, acceptance and a strong moral code.

At St James C of E Infant 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 growing number of our pupils have learning and assessment requirements, which are linked to their progress in learning English as an additional language (EAL). The school acknowledges that pupils learning English as an additional language are a very diverse group and each class teacher is responsible for the identification of, and appropriate response to, the additional needs of individuals in their class. This is supported by clear policy and action planning linked to whole school development.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. However, we acknowledge that many have experienced a delay in their exposure to English and are therefore disadvantaged against their peers when developing both interpersonal communication skills and cognitive academic language proficiency in English. Without intervention, they may be effectively playing catch-up with their monolingual peers throughout school. It is important that all staff are aware of their role in supporting pupils to close this gap. We also acknowledge that for many pupils, their ability to participate in the full curriculum may be in advance of their communicative skills in English and we provide opportunities for them to show their knowledge and skills in a variety of ways.

St James C of E Infant has pupils who are new to English arriving in any year group and throughout the school year. The school has procedures in place for the induction, initial assessment and take up of school places, which are particularly supportive of the needs of families who are speakers of other languages.

#### **Aims and objectives**

The National Curriculum secures entitlement for all children in many 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. Through our Christian Values we promote the principles of fairness and justice for all, through the education that we provide in our school. We

ensure that the curriculum is adapted to take account of pupil's cultural, religious and linguistic diversity and that there are opportunities to celebrate and share life experiences positively.

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.

This policy is linked through the Race Relations Amendment act of 2002 and our school's Equal opportunity policy. It should be seen as one aspect of the schools approach to inclusion.

### **Teaching and learning**

In St James C of E Infant School, all teachers and teaching assistants take action to help children who are learning English as an additional language by various means including:

#### **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;

### **Curriculum access**

All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children learning EAL generally work within their normal classes and groups, supported by specialist staff where appropriate and being additionally supported by differentiated tasks or resources provided by their class teacher. School support staff do withdraw EAL pupils once a week to provide extra language development support.

The support programmes are the result of collaboration with class teachers and are directly linked to weekly planning and assessments using the NASSEA EAL Assessment Steps.

Curriculum access is improved 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 aids, key visuals, graphic organisers, readers and amanuenses;
- encouraging the use of home or first language where appropriate
- ensuring there are opportunities for assessment for learning built into curriculum plans
- maximising opportunities for learning using all learning styles;

The Early Years 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;
- providing bilingual support to extend vocabulary;
- providing a culturally and linguistically appropriate environment;
- providing opportunities for children to hear their home languages as well as English;
- Working with parents to build shared understanding of pupil needs through a programme of home visits, information workshops, parent classes – setting up information networks and parental involvement in school from the earliest opportunity.

## **Assessment**

The assessment co-ordinator and subject leaders work closely with the EAL co-ordinator to include appropriate assessment for learning opportunities linked to language development needs across the curriculum.

Our school is aware of the QCA English scales as described in "A language in Common". All staff contribute to the ongoing recording of attainment and progress in line with these agreed procedures. There are regular opportunities for specialist support staff to input their observations and assessments at classroom and whole school level.

School planning and assessment proforma/systems include space for information about EAL needs and pupil progress including their step level.

Each class teacher documents progress of their pupils with additional needs, including those who are acquiring English as an additional language.

Whole school assessment data compiled from these files is submitted to the Senior Leadership Team annually or at required intervals and analysed by the school as part of pupil tracking 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 school follows local and national guidance.

**Policy Agreed by: *M Craig* (Head Teacher)**

**Date: 1<sup>st</sup> March 2018**

**Review Date: March 2019**