



Great Wilbraham C of E Primary School

Policy title: English as an additional language

Date created: January 2020

Next Review Date: January 2022

Date ratified:

Signed:

1. Introduction

As a school, we recognise that EAL Status is dependent on which language was learned first by a child. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we recognise and understand the difference between communication skills and language proficiency for all children and a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

2. Quality of Education

2.1. Intent of the Curriculum

The aim of this policy is to 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 Equality Act 2010. Staff at Great Wilbraham C of E Primary aim to follow the guidelines issued by the DfE for the Autumn Census (2016) by striving to ensure that all children with EAL have been assessed using the EAL Proficiency Codes.

2.2. Implementation of Teaching and Learning

In our school, we help children who are learning English as an additional language in the following ways:

- 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, and that talking is used to support writing;
- ensuring vocabulary covers the technical and everyday meaning of key words, metaphors, idioms;
- explaining how speaking/writing in English are structured for different purposes across the curriculum;
- providing a range of reading materials that highlight the different ways in which English is used;
- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, audio visual materials and dictionaries

2.3. Impact

2.3.1. Summative assessment

We monitor and track pupils who are EAL to ensure progress and provision. An annual report is produced containing case studies of every EAL pupil in the school and presented to the Full Governing Body. In some cases, after a period of monitoring, it is prudent to contact Cambridge Race Equality Diversity Service (CREDS) for first language assessments and further support.

3. Behaviour and Attitudes

At Great Wilbraham CE Primary we believe every child should adhere to our clear high expectations of behaviour and attitude to learning. EAL pupils will be provided the support they need and adults working with them the resources and advice they require to do provide the best education.

4. Personal development

4.1. Social, Moral, Spiritual and Cultural (SMSC)

We will:

- Celebrate equality and diversity
- Foster an excellent understanding of a range of cultures
- Utilise knowledge and experience of different languages and cultures
- Understand, appreciate and contribute to culture





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4.2. Christian Values and British Values

As a Church of England school we promote the Christian Values and embed these beliefs into our classrooms. British values are celebrated throughout the school and we foster a strong understanding of equality and diversity of the children we have in our school from different cultures.

5. **Leadership and management**

5.1. Roles and responsibilities

Headteacher

- To ensure staff receive support and appropriate training
- To provide annual case studies on EAL pupils

Leadership

- To facilitate assessment and support for children
- To monitor progress and success of support

Staff

- To meet needs of EAL pupils

Governing Body

- To be aware of EAL progress

5.2. Continuing professional development

Staff CPD needs in relation to EAL may come through performance management, recognition of a whole school need or through the needs of individual pupils.

5.3. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. Curriculum planning, teaching and learning and the behaviour strategies take into account pupil's age, aptitude, gender, ethnicity and special educational needs. The learning environment enables every pupil to fulfil their potential. The contribution all pupils make is acknowledged and valued. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported.

5.4. Safeguarding

The safety of children is paramount in all situations. If a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called if the child needs to be removed.

5.5. Health and safety

Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children. Pupils who need additional support with language regarding risk assessments and their personal safety will be catered for.

5.6. Reviewing and monitoring

This policy will be renewed biennially in accordance with updates on EAL arrangements.

6. **Links to other policies**

6.1. SEND policy

6.2. Assessment policy

