



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

English as an Additional Language Policy (EAL)

1. Introduction

- This policy applies to all pupils in our school, including those in the EYFS.
- In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being and we consider of each child's individual needs and experiences.
- Children who are learning English as an additional language have linguistic skills like those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. Amesbury recognises the importance of community languages, and the ability of their speakers to acquire other languages.

2. Aims and objectives

- Underlying the National Curriculum and the Early Years Foundation Stage is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills, and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide at Amesbury.
- The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language.

3. Teaching and learning style

At Amesbury teachers use various methods to help children who are learning English as an additional language:

3.1 Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;

3.2 Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- using their home or first language where appropriate.

4. EAL and inclusion

- 4.1 At Amesbury we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. Where possible, children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- 4.2 Where possible, children will receive EAL support from teachers or teaching assistants within the whole class setting. In some cases, however, it may be necessary to withdraw an individual or small group for focused EAL teaching from a CELTA qualified teacher, from time to time within an English learning support lesson, if the need has been determined by the school's Benchmarking Policy (please refer to Amesbury SEND Policy). The pupil's name will be placed onto the school's SEND Register. Where this is the case, progress will be monitored, and information shared with relevant staff. The Form Tutor and Head of Section will support the EAL pupil's pastoral well-being and where appropriate, celebrate their cultural differences.
- 4.3 In the Early Years Foundation Stage, we provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We ensure that children have sufficient opportunities to learn and reach a good standard of English during the EYFS.
- 4.4 We assess communication, language, and literacy skills, in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
- 4.5 Every year the school celebrates EAL by having a Languages and Culture Day which is organised by the school's Modern Languages Department. Parents with EAL experience are invited to help and support during the day.

The Early Years Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.