



## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Policy reviewed: January 2019

Next review: January 2022

### Introduction

At Ruckleigh teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage the children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about learning, similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English.

Children who are learning EAL have particular learning and assessment requirements, which are linked to their progress in learning English. Initial assessments will be carried out by the school SENCO who will continue to monitor the child's progress where appropriate.

### Aims and Objectives

- The school curriculum secures entitlement for all children to all areas of learning appropriate to their age and ability and gives them the opportunity to develop their knowledge and 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.

### Teaching and Learning Style

Children who are learning English as an additional language are helped to develop their spoken and written English by:

- Ensuring that vocabulary work covers the word building skills, phonics and everyday meaning of key words using flash word support where necessary
- Explaining how speaking and writing in English is 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 listening and that this is used to support writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on the children's experience of language at home and in the wider community, so that their developing use of English and other languages support one another

### Assessment

Progress is carefully monitored over a suitable period of time and discussions ensue with class teacher and EAL coordinator/ SENCO if it is felt that such intervention is not proving sufficient to aid learning.

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We use the Solihull MBC EAL Levels of Competency to measure English language competence for New to English children and children with EAL who are not making progress. Teachers carry out ongoing recording of attainment in markbooks and are the children are regularly monitored, identifying children in need of a Support Plan. Children new to school in Nursery with EAL, are closely monitor and their progress tracked carefully before we use the Levels of Competency.