



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Policy reviewed: April 2023

Next review: April 2024

Definition

Definition of English as an Additional Language (EAL) Where a pupil's first language is not English – that is: where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community.

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 English 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 interventions are not sufficiently aiding progress.

We use the Solihull MBC EAL Levels of Competency to measure English language competence for New to English children and with children where their language skills are affecting their learning progress. Teachers carry out ongoing recording of attainment and the children are monitored termly using the EAL tracker. Children new to school in FKS with EAL, are closely monitored and their progress tracked carefully before we use the Levels of Competency.

SMSC

Spiritual Education - pupils have an awareness and understanding of other cultures.

Moral Education - Making sure pupils have an understanding of the consequences of actions.

Social Education - Ensure pupils are able to develop personal qualities and use social skills: Working in pairs or groups.

Cultural Education - Allowing pupils to gain an understanding and appreciating personal influences: taking into account other people's views and understanding how to express their own views.

BRITISH VALUES

Ensure pupils are able to gain an understanding of British Values.

Democracy - Take into account the views of others in shared activities.

The Rule of Law - Undertake safe practices, following class rules during tasks and activities for the benefit of all. Understand the consequences if rules are not followed.

Individual Liberty - Work within boundaries to make safe choices during practical activities.

Tolerance of those with different faiths and beliefs - Learn about different faiths and cultures around the world. Eg. looking at patterns/shapes within Islam / Hindu religions.

Mutual Respect - To behave appropriately, allowing all participants the opportunity to work effectively. Take turns and share equipment. Review each other's work respectfully. Work collaboratively on projects/problems, help and advise others. (Please refer to our 'Promoting British Values' document for more information.)

PSHE

Ensure pupils can access the curriculum so the spiritual, moral, cultural, mental and physical development of pupils at the school and of society can be promoted.

Enable pupils to prepare at the school for the opportunities, responsibilities and experiences of later life.

Roles and Responsibilities

The class teacher will :

- Have an awareness of the pupil's needs and differentiate where necessary
- Use Solihull's EAL Levels of Competency
- Depending on the pupil's needs, the teacher will track progress against the EAL Levels of Competency every term
- Setting appropriate targets
- Ensuring appropriate provision through differentiated planning if needed
- Using appropriate resources if needed
- Reporting to parents and others on their progress
- Transferring relevant information during transition meetings
- Make the coordinator aware if there are other children that have an EAL need that has not been put forward by parents

The Subject Coordinator will be responsible for:

EAL: SH

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- Monitor the progress of EAL pupils within their subject
 - Support teachers with the teaching of EAL pupils
 - Purchasing and disseminating appropriate resources
 - Assisting colleagues with differentiated planning
 - Analysis of Progress Test information

The Most Able and Talented Coordinator will be responsible for:

- Monitoring the implementation of the agreed policy
- Compiling and maintaining an up-to-date list of EAL pupils
- Coordinating provision for children on the list
- Developing expertise in this area through appropriate staff training
- Sharing expertise with other staff and directing them to appropriate staff training
- Supporting and monitoring curriculum planning which ensures differentiated provision
- Ensuring the transfer of relevant information on the cohort to secondary schools
- Purchasing and organising resources to facilitate the teaching of more children with EAL
- Monitor the progress of EAL pupils
- Monitor the EAL Levels of Competency

Policy Development and Review

This document has been made available on the school's Shared Learning Support Drive. The policy is subject to annual review and will next be reviewed in April 2024.

Sam Harrison
EAL Coordinator/SENCo

Date: April 2023

Dominic Rhys-Smith
Headmaster

Date: April 2023