

St Ann's C of E Primary School

English Additional Language  
Policy

Agreed November 2007  
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# English as an Additional Language (EAL) Policy

## 1 Introduction

- 1.1 In our 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.
- 1.2 A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.
- 1.3 Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

## 2 Aims and objectives

- 2.1 The National Curriculum secures entitlement for all children to a number of 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. We promote the principles of fairness and justice for all through the education that we provide in our school.
- 2.2 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.

## 3 Teaching and learning style

- 3.1 In our school teachers take action to help children who are learning English as an additional language by various means:
  - 3.1a 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;

**3.1b** ensuring access to the curriculum and to assessment 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, readers and amanuenses;
- Using the home or first language where appropriate.

**4 Curriculum access**

**4.1** All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work. However children new to English work at the appropriate level within the National Curriculum.

**4.2** We only withdraw children from lessons to receive EAL support when they are at step 1 or 2 of the QCA English Acquisition levels. This is usually when they are new to the country. The EMA teacher also works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class.

Sometimes the EMA teacher works with groups of children, of whom only one or two may be EAL children.

- 4.3** In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.
- 4.4** The 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 variety of writing in the children's home language as well as in English;
  - Providing opportunities for children to hear their home languages as well as English.

## **5 Assessment**

- 5.1** Our school uses the recently introduced QCA English scales to measure English language competence for EAL children linked to the National Curriculum. We carry out termly recording of attainment and progress and EMA coordinator and class teachers set individual targets for this group of children.
- 5.2** The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- 5.3** In the mathematics tasks and tests at Key Stage 1 we translate words or phrases that appear in the assessment materials or that the children use in their responses.
- 5.4** For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which

we think are likely to prove difficult for children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English, and are working at Step 2 or level 1 threshold on the QCA scales of English Acquisition..

- 5.5** The EMA teacher offers support to children during the Key Stage 1 and Key Stage 2 assessment period.