

CORSHAM PRIMARY SCHOOL



English as an Additional Language Policy



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Policy Ratified by the LGC: March 2025

Next Review Date: February 2028

Corsham Primary School

English as an Additional Language Policy

The term EAL is used when referring to children where the language at home is not English. This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and helping them to achieve their full potential and beyond. As a school we also want to ensure that we are celebrating the skills of EAL children.

We celebrate the fact that some of our children speak more than one language and we acknowledge their ability to use Home Language that may be different to English. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. As a school we have the responsibility to provide a broad and balanced curriculum for all children by following these 3 principles that are essential to developing a more inclusive curriculum:

1. Knowing our children well and setting suitable learning challenges.
2. Responding to children's diverse learning needs.
3. Overcoming potential barriers to learning and assessment for individual and groups of children.

Aims

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 diverse 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. This is in line with the requirements of the Equality Act 2010 and the Race Relations Act 1976. Each child has an entitlement to the full curriculum irrespective of their level of English language.

At Corsham Primary School, all members of staff act to help children who are learning English as an additional language by various means:

- To welcome and value the cultural, linguistic and educational experiences that children with EAL bring to the School.
- To support EAL children to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential. • To encourage and enable parental support in improving children's attainment and provide opportunities to develop this.
- To assess the skills and needs of children with EAL and to give appropriate provision throughout the school.

- To monitor children's progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain children's self-esteem and confidence by acknowledging and giving status to their skills in their own languages developing a pupil leadership group (Language Ambassadors, EAL reading swaps, language days, use of display boards etc.)

Child and Parent Induction to the school

- Where possible a meeting is held with the family to establish a relationship and to share key information.
- General information is made accessible through a welcome brochure, tour of the school and visual support.
- Parents are advised of the importance of continuing to develop the child's first language.
- A Buddy is identified to help the new child settle in.
- Teachers to complete EAL checklist to identify language needs.

Curriculum Based Language Learning

Teachers and subject leaders at Corsham Primary School will:

- Provide a variety of curriculum activities using appropriately adapted material (where necessary to suit the children's language learning needs) such as problem-solving procedures, observation, hands-on activities, experiments, outside visits, group and pair work and interactive IT activities.
- Encourage the use of children's first language where possible and beneficial, when building concepts and negotiating content-related meaning.
- Teach enquiry — or subject-relevant vocabulary, structures, study skills and strategies where appropriate and provide curriculum-related opportunities to develop their oracy, reading and writing skills.
- Provide good language role-models for social interaction in learning activities.

Classroom Practice

Teachers at Corsham Primary school will:

- Organise socially and intellectually inclusive classrooms valuing cultural differences and fostering a range of individual identities.
- Recognise the child's mother tongue; boost the child's self-esteem.
- To not punish children for speaking in their mother tongue, however children speaking in the mother tongue should show consideration and abide by the school behaviour policy and their comments and conversations should be appropriate. There should be respect on both sides.

- Identify the child's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- Provide a variety of comprehensible language stimuli such as curriculum —focused teacher talk, other classroom talk (by teacher and peers), audio and video materials, written and printed information and realia. (realia — real objects, photographs etc.)
- Recognise that children with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate.
- Provide and target appropriate reading materials that highlight different ways in which English may be used.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Use collaborative learning techniques by encouraging children to use English by generating opportunities for active participation in teacher- child interaction and in group work situations.
- Monitor their own language use, making sure that both formal talk and other uses of classroom language are comprehensible and well supported by graphics where appropriate.
- Be aware that the acquisition of academic language may take up to 7 years, before being on a par with their English-speaking peers. Social language development is normally acquired within two years.

Development of Spoken and Written English

- Vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Key vocabulary is displayed.
- A range of reading materials are provided that highlight the different ways in which English is used.
- Speaking and listening opportunities are used to support writing for example collaborative learning, drama and role play.
- Children are encouraged to transfer their knowledge, skills and understanding of one language to another building on their experiences of language at home and in the wider community.
- Children bicultural and bilingual knowledge and experiences are celebrated.
- Opportunities are provided for paired and group work.
- EAL learners have challenging targets and staff have high expectations for their progress.

Curriculum access

All children at Corsham Primary 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, unless within a focused target intervention group.

Where appropriate, and necessary, we withdraw children from lessons to receive EAL support. Sometimes this might involve supporting individual children or small groups of children on a regular basis.

We ensure access to the curriculum through:

- using accessible texts and materials that suit children's ages and levels of learning;
- Providing a variety of curriculum activities using appropriately adapted material (where necessary to suit the children's language learning needs) such as problem-solving procedures, observation, hands-on activities, experiments, outside visits, group and pair work and interactive IT activities.
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- Providing explicit spoken and written curriculum-specific language models where necessary

Some of our children have particular learning and assessment requirements, which are linked to their progress in learning with English as an additional language.

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.

Early Years Foundation Stage

In the Foundation Stage, we plan opportunities for children to develop their English, and we provide support to help them take part in activities. In the EYFS children learning of English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults

- Providing support to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English and as appropriate. Examples of this are through playing with peers in the environment, use of display boards or learning songs or phrases in different languages.

Statutory Assessment

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

In the Early Years Foundation Stage, when assessing communication, language and literacy skills teachers consider the child's skills in the home language in conjunction with parents/carers to establish whether there is a cause for concern over language delay.

Equal Opportunities

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

Corsham Primary is a UNICEF *Rights Respecting School* which promotes the Convention of the Rights of the Child. This policy underpins Article 29 of the convention:

Aims of Education: Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her cultural identity, language and values and for the cultural background and values of others.

Responsibilities

School Officer Manager ensures that:

- They obtain, collate and distribute information on new children with EAL including their language(s) spoken at home
- Transition information from the previous school or setting, information on level of English studied/used is passed on.

Senior Leadership Team ensures that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on children with EAL.

- Relevant information on children with EAL reaches all staff.
- Training in planning, teaching and assessing of EAL learners is available to staff.
- The effectiveness of the teaching of children with EAL is monitored and assessed regularly through pupil progress meetings, learning walks, pupil interviews and EAL coordinator monitoring.

Inclusion team / EAL lead ensures that they:

- Oversee initial assessment of children' standard of English as necessary.
- Monitors standards of teaching and learning of children with EAL
- Report to Senior Leadership Team on the effectiveness of the above and the progress of children.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO. Where children are showing little progress in our standard assessments provide staff with an EAL assessment from the Bell Foundation and an English Language Proficiency record from Wiltshire Council, in order to track children in more detail.
- Where possible attend pupil progress meetings as necessary.
- There is time for SENCO and EAL staff to work together to respond to the requirements of the EAL children with SEN on a regular basis.
- Support class teachers by finding resources where necessary, such as reading books in children's language.

Class Teacher ensures that they:

- Are knowledgeable about children' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.
- Give guidance and support to set targets and plan appropriate work.
- Recognise and support very able EAL children appropriately. Liaise with the EAL coordinator to support with this.
- Make sure a distinction is made between children who are learning English as an additional language and children who are learning English as an additional language and have special educational needs.