

CORSHAM PRIMARY SCHOOL

English as an Additional Language Policy



Reviewed: February 2019

Policy Ratified by the Governing Body: October 2015

Next Review Date: February 2022

Corsham Primary School

English as an Additional Language Policy

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. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

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.

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-fulfillment 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. Each child has an entitlement to the full curriculum irrespective of their level of English language.

At Corsham Primary School, teachers take action to help children who are learning English as an additional language by various means.

Induction

- 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 pupil settle in.
- Teachers complete EAL checklist to identify language needs.

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.
- Pupils 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 support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- by providing visual support e.g. key vocabulary.

In the Foundation Stage, we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

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.

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 hers cultural identity, language and values and for the cultural background and values of others.