



# Layfield Primary School

## **English as an Additional Language Policy**

January 2020

**Review Date:** January 2022

## **1. Introduction**

1.1 In our school the learning, achievement, 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. Our Learners with EAL come from a wide variety of backgrounds. Pupils could be:

- Born in Britain, but who has not started learning English until he/ she started school.
- Brought up as bilingual (or multilingual) and is fluent in 'mother tongue' and English. Some may be biliterate.
- A New arrival (NA) to this country, who may have learnt some English as a foreign language prior to admission.
- A NA with little knowledge of English, but is literate in mother tongue.
- A NA with no previous experience of English and no or very little basic knowledge of literacy skills in mother tongue.

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**

2.3 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 education that we provide in our school.

2.4 The aim of this policy is to help ensure that we meet the full range of needs for those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

2.5 The school recognises that:

- The EAL learner has distinctive needs which involve language learning alongside content learning.
- Provision for the learner with EAL, is integrated into all subject areas.
- All pupils are entitled to education and access to a broad and balanced curriculum;
- Pupils learn best when they feel secure and valued, whatever their home language, culture or religion;
- Newly arrived pupils, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially;
- Parents need help to access information about the school curriculum and processes of learning.
- Successful provision for EAL needs to take place in a school context which effectively addresses race equality issues. Thus, the school has a duty to promote race equality in line with the requirements of the Race Relations Amendment Act (2000) and Equality Act (2010).

2.6 We aim:

- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
- To provide newly arrived pupils with a safe welcoming environment where they are accepted, valued and encouraged to participate.
- To gather accurate information about pupils' backgrounds and educational experiences.

- To use school, Local Authority and Government resources effectively to raise the attainment of children for whom English is an additional language.
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To ensure that children can see their languages, culture and identity reflected in their classrooms and the wider school.
- To ensure that parents / carers understand the new educational system of which the child is now a part.
- To raise the attainment and accelerate progress of newly arrived pupils predominantly via effective quality first provision.

2.7 This policy focuses on meeting the needs of all pupils with EAL. It will consider provision for New Arrivals (NAs): those who are at beginner stages of English Language Acquisition. However it will also consider provision and needs of Advanced Bilingual Learners. An Advanced bilingual learner has gone beyond the initial stages of acquiring English. An Advanced learner may appear to be appropriately fluent for their age in everyday social situations, but the demands of cognitive and academic language have not yet been mastered.

### 3 New Arrivals

3.1 As a school we aim to meet the needs of pupils who have arrived in school as a result of **international migration**. However, this policy may be more widely applicable to a number of groups who arrived in school outside standard admission times.

3.2 New arrivals may be described as:

- **International migrants**- including refugees, asylum seekers and economic migrants from overseas;
- **Internal migrants** – including pupils joining the school as a result of moving home within the UK. This would include Gypsy Roma and Traveller pupils;
- **Institutional movers** – pupils who change schools without moving home, including exclusions and voluntary transfers;
- **Individual movers** – pupils who move without their family, for example, looked after children and unaccompanied asylum seeking children.

3.3 The school will:

- Arrange a meeting with parents/carers to gather a range of information (e.g. languages used in the home, previous schooling, exposure to English);
- Invite an interpreter to attend if parents/carers do not speak English, who could be a contact from the community;
- Ask parents/carers to bring in any reports, school text and exercise books from the pupil's previous school;
- Give introductory information to parents/carers about the school including the school website and school brochure.
- Share background details with school staff, as appropriate.
- Establish a buddy system;
- Talk to the class about the new child's county of origin. Help other pupils to understand that the EAL pupil needs help with English, but has a complete language of their own which they could learn.

### 4 Teaching and Learning Style

4.1 We recognise that it is common for pupils to be silent for up to one year, and that this is an important learning process, in which previous experiences will be related to new contexts. In our school teachers take action to help children who are learning English, developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words,
- explaining how speaking and writing in English are structured for different purposes across the 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, that talking is used in support of 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.

4.2 We ensure access to the curriculum and 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.

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

4.4 For the written mathematic tests and the mental arithmetic test at Key Stage 2 we use a translator to 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.

## **5 Inclusion**

5.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

5.2 All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress.

5.3 We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

5.4 We do not routinely withdraw children from lessons to receive EAL support. Language support within classrooms may involve supporting individual children or small groups of children and, at times, teaching the whole class. Language support can also support children whose first language is English.

5.5 In the Foundation Stage, we provide opportunities for all children to develop their language, and we try to provide bilingual support to help children take part in activities.

5.6 The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

## **6 Roles and Responsibilities**

6.1 All staff have responsibility for supporting and encouraging children to become fluent English speakers by:

- modelling good use of English, in extending sentences and encouraging children to do the same,
- communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate,
- communicating to children that they are expected to listen and respond when someone speaks to them,
- planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English,
- setting targets for improving speaking and listening, reading and writing,
- assessing and tracking progress in speaking and listening, reading and writing using our Individual Pupil Progress Tracker.