



English as an Additional Language Policy and Procedures

This policy was adopted on

Signed on behalf of Emmanuel Community School

Review date:

Emmanuel Community School

English as an Additional Language (EAL) Policy

(To be read in conjunction with the policies on Inclusion and Special Educational Needs.)

1 Introduction

- 1.1 In our school we value all pupils equally. We encourage all our children to aim for the highest possible standards and we take account of each child's individual needs and experiences.
- 1.2 A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- 1.3 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

- 2.1 Underlying our Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- 2.2 The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equalities Act 2010.

3 Teaching and learning style

- 3.1 In our school teachers use various methods to help children who are learning English as an additional language develop their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meanings;
 - covering not just key words, but also metaphors and idioms;
 - explaining how spoken and written English have different usages for different purposes;
 - providing them with a range of reading materials, to exemplify the different ways in which English is used;
 - giving them appropriate opportunities for talking, and using talk to support writing;
 - encouraging them to relate one language to another.

- 3.2 Teachers ensure children who are learning English as an additional language have access to the curriculum and to assessment by:
- using texts and materials that suit their ages and learning stages;
 - providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
 - using the home or first language where appropriate.

4 EAL and inclusion

- 4.1 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. All children in our school follow the requirements of the Curriculum. Children with English as an additional language do not necessarily have separate teaching unless they need it. New arrivals to the country will have discrete individual language lessons to enable them to acquire English language skills as quickly as possible. This is to allow them to be able to access the rest of school curriculum in mainstream classes as swiftly as possible. We provide learning opportunities that enable all pupils to make good progress. 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.
- 4.2 If necessary teaching assistants will assist with the teaching of a child with EAL in mainstream classes. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups composed not entirely of EAL children.
- 4.3 In the Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We help 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;
 - engaging the child in educational games that develop their language skills;
 - providing bilingual support to extend vocabulary;
 - providing opportunities for children to hear their home languages, as well as English.

5 Assessment for learning

- 5.1 The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- 5.2 In the mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.
- 5.3 For the 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 to 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.

5.4 The language support teacher helps children during the Key Stage 1 and Key Stage 2 assessment periods.

6 Monitoring and review

6.1 This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.

Appendix 1: QCA EAL SCALE:

'A language in common: Assessing English as an Additional Language (EAL)'

Scale for assessing early progress in EAL

= two descriptions for attainment before English National Curriculum Level 1: Step 1, Step 2

= a further two descriptions for attainment within Level 1: Level 1 Threshold, Level 1 Secure

	Listening	Speaking	Reading	Writing
Step 1 (S1)	<ul style="list-style-type: none"> • Pupils listen attentively for short bursts of time. • Use non-verbal gestures to respond to greetings & questions about themselves. • Follow simple instructions based on classroom routines. 	<ul style="list-style-type: none"> • Echo words & expressions drawn from classroom routines & social interactions to communicate meaning. • Express some basic needs, using single words or phrases in English. 	<ul style="list-style-type: none"> • Participate in reading activities, know that in English print is read from left to right and from top to bottom. • Recognise own name and familiar words. • Identify some letters of the alphabet by shape and sound. 	<ul style="list-style-type: none"> • Use English letters & letter-like forms to convey meaning. • Copy or write own name and familiar words & write from left to right.
Step 2 (S2)	<ul style="list-style-type: none"> • Pupils understand simple conversational English. • Listen & respond to the gist of general explanations by the teacher, where language is supported by non-verbal cues, including illustrations. 	<ul style="list-style-type: none"> • Copy talk that has been modelled. • In speech, show some control of English word order. • Pronunciation is generally intelligible. 	<ul style="list-style-type: none"> • Begin to associate sounds with letters in English & to predict what the text will be about. • Read words & phrases learned in different curriculum areas. • With support, can follow a text read aloud. 	<ul style="list-style-type: none"> • Attempt to express meanings in writing, supported by oral work or pictures. • Generally their writing is intelligible to themselves and a familiar reader & shows some knowledge of sound & letter patterns in English spelling. • Building on their knowledge of literacy in another language, show knowledge of the function of sentence division.

	Listening	Speaking	Reading	Writing
Level 1 Threshold (1T)	<ul style="list-style-type: none"> • With support, pupils understand and respond appropriately to straight forward comments or instructions. • Listen attentively to a range of speakers, including teacher presentation to the whole class. 	<ul style="list-style-type: none"> • Speak about matters of immediate interest in familiar settings. • Convey meaning through talk and gesture & can extend what they say with support. • Speech is sometimes grammatically incomplete at word & phrase level. 	<ul style="list-style-type: none"> • Can read a range of familiar words & identify initial & final sounds in unfamiliar words. • With support, can establish meaning when reading aloud phrases or simple sentences & use contextual cues to gain understanding. • Respond to events & ideas in poems, stories & non-fiction 	<ul style="list-style-type: none"> • Produce recognisable letters & words in texts, which convey meaning & show some knowledge of English sentence division & word order. • Most commonly used letters are correctly shaped, but may be inconsistent in their size & orientation.
Level 1 Secure (1S)	<ul style="list-style-type: none"> • In familiar contexts, pupils follow what others say about what they are doing and thinking. • Listen with understanding to sequences of instructions. • Usually respond appropriately in conversation. 	<ul style="list-style-type: none"> • Speak about matters of interest to a range of listeners & begin to develop connected utterances. • What they say shows some grammatical complexity in expressing relationships between ideas & sequences of events. • Convey meaning, sustaining their contributions and the listeners' interest. 	<ul style="list-style-type: none"> • Use knowledge of letters, sounds & words to establish meaning when reading familiar texts aloud, sometimes with prompting. • Comments on events or ideas in poems, stories & non-fiction. 	<ul style="list-style-type: none"> • Use phrases & longer statements which convey ideas to the reader, making some use of full stops & capital letters. • Some grammatical patterns are irregular & grasp of English sounds & how they are written is not secure. • Letters are usually clearly shaped & correctly orientated.