

# **Brownhill primary School**

## **English as an Additional Language (EAL) Policy - 2010**

### **1 Introduction**

Brownhill is a happy, caring inclusive school which offers every child an education of the highest quality; Where children parents and teachers work together in partnership. Our purpose is to offer every child an equal opportunity to develop to their full capability in:

- Self confidence and independence
- Social competence
- Positive moral values
- A broad framework of skills and understanding
- Creativity

Through respect and consideration of each individual's life experiences and needs and with regard to 'Every Child Matters'.

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

Programmes and strategies are in place in school to support progress and are carefully monitored.

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**

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 individuals. We promote the principles of fairness and justice for all through the 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 all children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act.

### **3 Teaching and learning style**

In our school all staff take action to help children who are learning English as an additional language by various means:

Throughout the curriculum spoken and written English are developed 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;
- providing a stimulating environment which ensures a wide range of opportunities for developing speaking and listening which aid self confidence through regular personal interaction and shared activities.
- Extending English learning opportunities to parents.

ensuring access to the curriculum and to assessment by:

- well resourced initiatives which closely monitor progress and evaluate learning directions;
- 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;
- encouraging the use of the home or first language where appropriate;
- liaison with outside agencies, eg Speech Language Therapist, Travellers' Advisory Service, Educational Psychologist, to address specific needs.

#### **4 Curriculum access**

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language are provided with differentiated work as appropriate in class situations.

When needs indicate, children receive EAL support in small groups or on an individual basis. The language support teacher from the LEA's EMA Support Unit also works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children both in and out of class. Sometimes the support staff work with groups of children, of whom only one or two may be EAL children.

In the Foundation Stage we plan a wide range of opportunities for children to develop their English, and we provide appropriate 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 where necessary through the LEA Translatory service;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities parents to share their children's activities..

#### **5 Assessment**

Our school uses the STEPS scales to measure English language competence for EAL children linked to the National Curriculum. We carry out ongoing recording of attainment and progress in line with agreed school procedures, as well as assessments and evaluations for intervention programmes.

An area support unit is available for resources and training as necessary. At Brownhill specific EAL, TA and intervention support is

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

For written mathematics test at Key Stage 2, we make every effort 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.

Support staff offer support to children during the Key Stage 1 and Key Stage 2 assessment period.

**Signed:**

**Date:**