St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John 13:34.

Therefore, by faith and work, be the change you want to see.

With God, all things are possible.

Policy for Children with English as an Additional Language

Mrs A. Filim

Date	Action	Review Date
Feb 2023	Adopted at FGB	Dec 2024

English as Additional Language

All children should be able to achieve their potential whatever their ethnic or cultural background. This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfill their potential. The ethos in St Margaret's is that all pupils need to feel safe, accepted and valued in order to learn and that is what we are aware of as a staff and seek to monitor and improve. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

Aims of Policy:

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Children who have English as an additional language will:

1) use English confidently and competently for speaking, listening, reading and writing
2) use English as a means of learning across the curriculum
3) where appropriate, make use of their understanding and knowledge of other languages

EAL pupils come from a variety of backgrounds. Some are from well-established communities, while others are new to the language and culture of this country. Many EAL pupils are isolated learners and may be the only speaker of their language in their class or school. Some pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education. On entry to our school, information is to be gathered about pupils' linguistic background and competence in other language/s, pupils' previous educational experience and pupils' family and biographical background. Assessment of English language skills is to be performed to enable children to work on the correct level and improve their language skills.

Key Principles of additional language acquisition:

EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

Language is central to our identity. Therefore, the home languages of all pupils should be recognised and valued. Language develops best when used in purposeful contexts across the curriculum. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

Assessment, Planning, Monitoring and Evaluation:

All EAL pupils are entitled to assessments as required. Early assessment provides the necessary information for the careful planning of appropriate learning activities. Progress in the acquisition of English is to be regularly assessed and monitored. Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis. Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Staff regularly observe, assess and record information about pupils' developing use of language. When planning the curriculum, staff takes account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies:

1) Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
2) Enhanced opportunities are provided for speaking and listening, including whole school oracy techniques and use made of drama and role play.
3) Additional visual support is provided, e.g. posters, pictures, photographs, videos and real objects.
4) Additional verbal support is provided, e.g. repetition, modeling, peer support.
5) Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
6) Discussion is provided before, during and after reading and writing activities.
7) Should SEN be identified, EAL pupils have equal access to school's SEN provision.
8) If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Staff strive to encourage parental and community involvement by providing a welcoming induction process for newly arrived pupils and their families/carers. We aim to use plain English and translator and interpreters, where appropriate and available, to ensure good spoken and written communications.
We try to identify linguistic, cultural and religious background of pupils and establishing contact with wider community where possible. We try to help parents understand how they can support their children at home, especially by continuing the development of their first language.

Our School will provide:

1) A secure environment so that pupils learning English as an additional language feel confident enough to take risks and try out their new language.
2) An environment rich in language with well planned first hand experiences, interesting and culturally relevant topics.
3) Appropriate use of the pupils' own experiences.
4) Effective opportunities for purposeful talk.
5) Rehearsal time before making a contribution.
6) Sequencing, naming and describing activities which develop all literacy skills.
7) Teachers who model effective use of language through questions, answers, prompts and reflections.

Conclusion

This policy is in line with other school Curriculum policies and should be read in conjunction with those.

Subject Leader: Agnieszka Wyszogrodzka-Filim

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