



## EAL POLICY

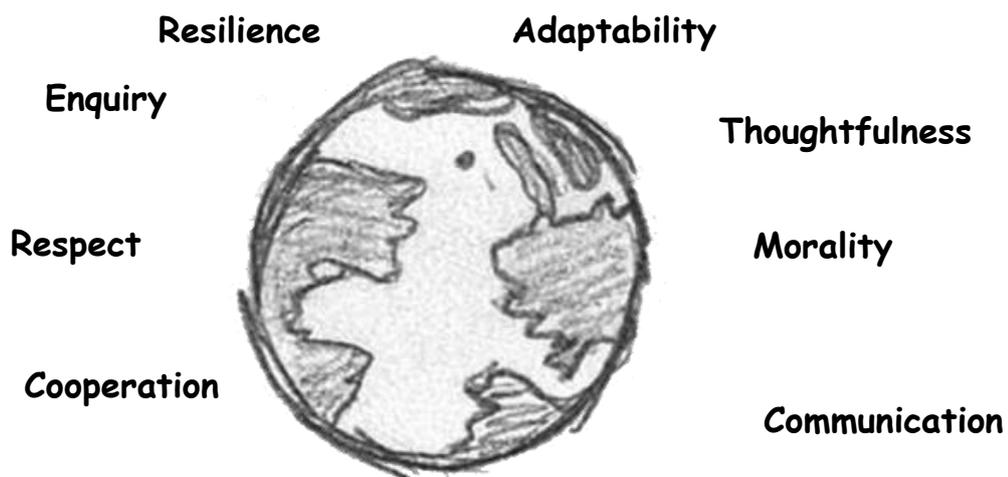
### VISION STATEMENT/ SCHOOL AIMS

At Boothferry Primary School our multi-cultural community places family at its core.

Our innovative, international curriculum provides opportunity and experiences that enable our children to become ambitious, resilient learners.

All members of our school community aspire to achieve their full potential. This ensures that all children make the best possible progress from their starting points and are supported to achieve high level academic skills.

We recognise and appreciate our responsibilities for ourselves and the wider world.



## EAL POLICY

### Rationale

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. 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.

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



## EAL POLICY

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-fulfilment 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.

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

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary;
- 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;
- 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;
- setting targets in English for targeted children.

### **Curriculum access**

All children at Boothferry 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.



## EAL POLICY

All members of staff have responsibility to support and encourage children to become fluent English speakers by modelling good use of English by extending sentences and encouraging children to do the same. Teaching staff encourage children to speak clearly and audibly using more than single words where appropriate. We communicate to the pupils that children are expected to listen and respond when someone speaks to them. We strive to develop children's confidence in speaking English and to encourage patience and tolerance from children whose skills are more developed.

Three full time equivalent support staff (Mrs Sharron Broadley, Mr Andrew Hackney, Mrs Amanda Carlill, Mrs Clare Brannan) work in partnership with class teachers and throughout separate EAL intervention sessions. We withdraw children from lessons to receive EAL provision in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English.

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;
- providing opportunities for children to hear their home languages as well as English.

### **Assessment**

We carry out on-going recording of attainment and progress in line with agreed school procedures for EAL children not New to English, monitoring the progress made at least half termly, discussing and then highlighting children in need of targeting for focus support during pupil progress meetings.

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 the written mathematics test at Key Stage 2, we can provide verbal translations of words or phrases in the test papers which we think are likely to prove difficult for children in their first year in the English school system.

### **Monitoring and evaluation:**

The policy will be reviewed as part of the schools monitoring cycle.

**Policy agreed by governors Date: January 2016**

**Review date: January 2017**



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