

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY for Katherine Semar Schools

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1 Introduction

- 1.1 In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible personal 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 Most children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. For some children who are EAL their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. A few pupils with EAL (as in any community) may have specific SEN needs, their SEN needs will be assessed as explained in the SEN policy.
- 1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is 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 the National 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.

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:
 - 3.1.1 Developing their spoken and written English by:
 - Ensuring that vocabulary work covers the technical as well as the everyday meanings; see our knowledge organisers.
 - 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 talking to support writing;
 - encouraging them to relate one language to another;

3.1.2 Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- Using knowledge about personal learning styles using a range of visually supportive materials.
- 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 National Curriculum. We strive to provide learning opportunities that enable all pupils to make good to outstanding pupils 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 Provision for EAL is made based on the assessment of individual needs. This can involve supporting individual children or small groups of children and is evident in class teacher planning for the whole class. Sometimes, in order to support EAL progress a teacher/ teaching assistant may work with groups composed not entirely of EAL children.

5 Assessment for learning

- 5.1 Our school uses the Bell Foundation EAL assessment frame work for schools (primary) to regularly assess proficiency in English scales A- E as per DfE guidelines. Proficiency in English is assessed further using detailed descriptors provided by the Bell Foundation EAL assessment frame work for Schools (primary) to enable teachers to assess not only current functioning but to consider next steps and how best to support this progress.
- The Co-ordinator updates a EAL register termly with levels of English Language proficiency as mentioned in 5.1. Class teachers are responsible for providing the data about their EAL pupils in terms of their level of English Language proficiency. Class teachers can consult with the EAL Co-ordinator. This is monitored by the EAL Coordinator.
 - We record attainment and progress of EAL pupils in all subject areas according to our agreed whole school assessment procedures. The Deputy Head Mr A Hull who is assessment coordinator monitors EAL pupil progress in all subjects with the class teachers at progress meetings and with the EAL Coordinator.
 - If through our assessments, we decide a plan is required to support EAL pupils with their learning, a plan is then written by class teachers' .Where group needs have been identified, a group plan will be written. This is monitored by the EAL Co-ordinator.
 - If children who are EAL also have SEN needs their needs are assessed in the same way all pupils SEN is managed in school. Please see SEN policy

6 Monitoring and review

- 6.1 A named member of the school's governing body is briefed to oversee the provision for and impact of provision for EAL. The governor for EAL meets with the subject leader to review progress and participates in governor visits.
- 6.2 This policy will be reviewed annually.