English as an Additional Language (EAL) Policy

1   Introduction

As Snettisham Primary School has a predominantly white ethnic population a high profile would be given to supporting a child with EAL if the need was to arise.

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 standards, and we take account of each child's individual needs and experiences.

1.2   If any of our children have particular requirements with regard to learning and assessment, these would be 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   Research suggests (despite some commonly-held beliefs to the contrary) that being a speaker of more than one language is not a 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 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;
- 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;
- 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. Children with English as an additional language do not produce separate work. 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.

5   Assessment for learning

5.1   School assessments would be recorded in line with our assessment for learning policy and assessment foci.

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

6   Monitoring and review

6.1   This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed:
Date: 20/11/14   Review date: Autumn 2016