

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Introduction

At Annan all aspects of our children's education is important; this includes their teaching and learning, their achievements, their attitudes and their well-being. We encourage all children to aim for the highest possible standards and we take account of each child's individual needs and experiences. We are committed to making appropriate provision of teaching and resources for children for whom English is an additional language. We use a whole school approach in supporting them. If direct language support from a specialist teacher is requested, we will endeavour to arrange for an appropriate language specialist who will work in partnership with our teachers and parents.

Aims and Objectives

The School will identify children's needs, recognize the skills they bring to the school and aim to ensure equality of access to the curriculum by endeavouring to:

- Establish a welcoming environment in which children feel confident and can contribute
- Ensure we have a clear understanding of the child's prior knowledge and learning, what languages are used at home and in what context and build up a full profile through meaningful discussions with the child's parents. *If necessary the school will recognize the need for a person to provide translation to support this essential objective*
- Develop strategies to overcome potential barriers to learning and assessment that might prevent children achieving their full potential
- Raise achievement of children who have English as an additional language, through a clear system of targeting, tracking and monitoring individual progress; the staff at the school recognize that aspirational targets for EAL children should be beyond that of 'average' children to help narrow the gap
- Work in partnership with parents to support the child's learning at home particularly if this learning can be done in their home language
- Ensure that learning challenges are suitable and appropriate
- Respond to children's diverse learning needs

Definitions

English as an Additional Language is the expression used in the UK to refer to the teaching of English to speakers of one or more other languages.

'A beginner EAL learner might be described as someone who has yet to develop competence in everyday spoken English and is at a beginning stage of learning reading and writing. Such learners tend to be relatively newly arrived in the UK.'

An advanced EAL learner tends to be fairly secure in colloquial oral language; however, they have not yet developed full academic proficiency in speaking, listening, reading and writing across the curriculum'

Chris Pim 2010

Key Principles

At Annan we have two key principles

- **That we value and welcome the diversity and enrichment a child with English as an additional language, together with their family, can bring to our community of learners valuing cultural identity**
- **that children who are learning English as an additional language should continue to use the first language at home and highlight the importance of their linguistic heritage**

Other important principles for language acquisition

- Language acquisition develops best when used in purposeful contexts across the curriculum
- The school will recognize that children acquiring an additional language may go through a non-verbal period (silent period) whilst they are assimilating the vocabulary and contextual ways that language is used. During this period children need to be offered a variety of ways to demonstrate learning e.g. mime/gesture, drama, drawings/annotations, visual symbols, and age appropriate key words (in their home language) both orally and written provided by their parents
- All languages, dialects, accents and cultures are equally valued
- The language demands of learning tasks need to be identified and planned for with attention both to initial access and to extension
- Access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot always be assumed but need to be explored
- A distinction is made between children with EAL and those with Special Educational Needs and Disabilities
- Language is central to our identity, therefore, staff need to be aware of children' home languages and build on their existing knowledge and skills, allowing opportunities for them to work in their home language. Children should be encouraged to use their first language in their learning when the cognitive challenge is likely to be high (e.g. problem solving), they are still developing proficiency in English and when oral rehearsal will help reflection (e.g. responding to a text)
- Displays in classrooms should be welcoming and celebrate the linguistic and cultural backgrounds of learners
- Use of electronic translation tools, audio players/recorders, vocabulary games and visuals
- Many of the principles of effective teaching are equally applicable to EAL children (e.g. the value of precise questioning techniques)

Teaching and Learning

At Annan School teachers will use various methods to help children who are learning English as an additional language.

- Teachers will plan and provide differentiated opportunities matched to EAL children' needs
- Teachers will always provide additional verbal support – repetition, alternative phrasing, peer support
- Where there are objectives for an activities in the classroom these should be clear and, where appropriate,

teachers will plan specific activities for individual children with EAL

- Teachers will provide access to meaning through visual support such as ICT, video and audio materials, posters, objects, and other visual aid
- Teachers will ensure children are encouraged to participate in collaborative group work with effective role-models of speaking, reading and writing
- Teachers will explain how speaking and listening in English are structured for different purposes
- Teachers will provide a range of reading materials that highlight the different ways in which English is used
- Teaching Assistants will be used as an effective resource to support children with EAL, where appropriate, to allow children to work in smaller groups and increase opportunities for modelling language structures and for conversations between adults and children
- Teachers will encourage children to transfer their knowledge, skills and understanding of one language to another
- Wherever possible, include links within the curriculum to the culture and language of children with EAL
- Give children time to explore their home language in school, including access to video, audio or printed resources if they are available

EAL/ Special Educational Needs/ Able Learners

Annan School recognizes that most EAL children needing additional support do not have Special Educational Needs or Specific Learning Difficulties. However, should these be identified during assessment, EAL children will have equal access to the appropriate provision in accordance with the School's SEND Policy.

Similarly, the School recognises that there may well be EAL children who are able learners, and that their language profile may well make them highly proficient at learning new skills or other languages.

Agreed: March 2017

Review: Annual review cycle

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*This policy has been written with regard to **The Prevent Duty (DfE) June 2015***