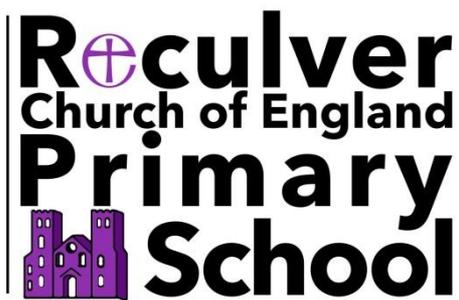


*'...those who hope in the LORD will renew their strength.  
They will soar on wings like eagles; they will run and not grow weary,  
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



# Reculver Church of England Primary School



## English As An Additional Language Policy

Date adopted by Local Governing Body: April 2016

Date of next Review: April 2018

## **Rationale**

At Reculver Church of England Primary School we believe that the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all our children to achieve the highest possible standards.

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 to their communicative skills in English.

Children who are learning English as Additional Language are entitled to the full National Curriculum programmes of study and that all teachers have responsibility for teaching English as well as subject content.

## **Aims and Objectives**

At Reculver we aim to ensure that children who have English as an additional language will:

- Use English confidently and competently
- Will develop speaking and listening, reading and writing of English.
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures.
- We will integrate new children into the school in order to ensure that they gain access to the National Curriculum and by providing bilingual support as appropriate.
- We will encourage and enable parental support in improving children's attainment.
- We will identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practice and extend their use of English.

In our school class teachers take actions 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
- 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 language support one another.

## **Ensuring access to the curriculum and to assessment by:**

- Using accessible texts and materials that suit children's ages and levels of learning
- Providing support through ICT, video or audio materials, dictionaries, visual support materials and readers
- Providing additional support for EAL children who are learning in the following categories:
- Pupils who are new to English or who are identified as requiring additional EAL support by their class teacher are provided with withdrawal support by a Teacher Assistant. This takes the format of group withdrawal (KS1 and KS2) for once a week and individual support on either a 1:1 or 2:1 basis, for half hour sessions, either once or twice per week, depending on the needs of the child.

## **Curriculum access**

All children in our 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, but where appropriate work will be differentiated.

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 with peers and adults

## **Roles and Responsibilities**

All staff have a responsibility for supporting and encouraging children to become fluent speakers and for communication school expectations for Speaking and Listening.

All staff have responsibility for:

- Modelling good use of English, in extended sentences and encouraging children to do the same.
- Communication to children that they are expected to speak clearly and audibly, using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teaching staff has responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English. Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving oracy and Speaking and Listening.
- Assessing and tracking progress in Speaking and Listening.

### **Inclusion Officer/TA has responsibility for:**

- Initial assessment of level of English language acquisition on admission to school, if child is identified as having English as an additional language.
- Providing (withdrawal) small group teaching for pupils in KS1 and KS2 who are new to English.
- Providing individual pupil support (withdrawal) for pupils in KS1 and KS2 who are new to English.
- Drawing up and monitoring termly targets for Individual Learning Plans in collaboration with class teachers, for those pupils who are provided with additional EAL support.
- Additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency.
- Identifying and providing resources which support children learning English as an additional language

### **Monitoring**

In our school progress of EAL children is tracked in connection with Kent Steps and progress is monitored by the Class Teacher/Inclusion Team and report to SLT. At the end of each term a review of each identified child's progress is carried out and new targets are identified for the pupil's Individual learning plan. These targets are carefully taken into consideration when planning for individual and small group sessions.

### **Success Criteria**

- Evidence from tracking meetings that children with EAL are making expected progress.
- Evidence that example models of first language are displayed in classrooms and around the school.
- Evidence that the school is liaising effectively with outside agencies as appropriate.

### **Our aims will be achieved by:**

1. Liaise with relevant services to collect background and cultural information when a child arrives at school and on issues of assessment and teaching strategies.
2. Ensuring the EAL children access the curriculum by:

- Providing a welcoming ethos in school and classrooms.
- Valuing their first language by providing a range of notices, posters, labels and dual language texts in first languages.
- Providing appropriate cultural resources where possible.
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition.
- Using EMCAS support staff to support our communication with parents, support translation of reports and other documents, communicate targets and progress and assist with any problems and issues that may arise.
- Differentiation in regular planning.
- All staff being aware:
  - that although children become conversationally fluent in two years it will take a further 3-5 years at least for them to gain enough vocabulary and knowledge of English to function efficiently in all subject areas.
  - that EAL children learn most efficiently working in collaborative groups with able and fluent English speakers.

### **EAL and SEN&D**

Pupils who have English as an additional language and Special Educational Needs are eligible for EAL and SEN&D support. The pupil's SEN&D needs will be monitored and reviewed by the Inclusion Manager, who also has oversight and management responsibilities of the Inclusion Officer.

At Reculver Church of England Primary School we are committed to inclusion and the active promotion of equality of opportunity for all. To this end within our teaching and learning we plan and deliver a range of themes, topics and lessons that aim to actively promote inspirational role models from a range of vulnerable groups, including those who may have suffered discrimination and prejudice due to their age, disability, race, faith, sexual orientation, gender or transgender. In some cases these lessons will form discreet taught sessions, but mostly inclusion and equality is promoted alongside general teaching within a subject area or topic in order to reflect pupils' own diverse backgrounds and to 'utilise' those who may belong to particularly vulnerable groups. Lessons learned within the curriculum are applied to the school community and the wider community.

Jenny Ashley-Jones  
February 2016