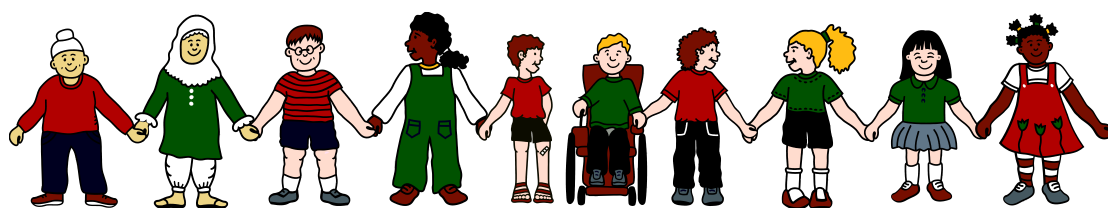


# THE GILES NURSERY AND INFANTS' SCHOOL



## English as an Additional Language Policy

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## English as an Additional Language (EAL) Policy

### INTRODUCTION

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.

Several 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. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school.

Children who are learning English as an additional language have linguistic skills like 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.

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, and the ability of their speakers to acquire other languages.

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language.

Throughout this policy, and in other related policies and documents, these pupils are referred to as EAL pupils.

### AIMS

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.

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. This is in line with the requirements of the Race Relations Act (1976).

At The Giles Nursery and Infants' school, we will endeavour to:

- Be proactive in removing barriers that stand in the way of our EAL pupils learning and success.
- Meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- Provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- Share in the cultural experiences of bilingual families and help them to feel proud and comfortable with their ethnicity and language.

## **OBJECTIVES**

At the Giles Nursery and Infants' School, we will:

- Ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- Ensure that our EAL pupils attain curriculum levels and statutory assessments outcomes appropriate to their abilities.
- Seek and make use of appropriate advice, guidance, support and training.
- Monitor the progress of our EAL pupils' acquisition of English, of their general achievement and of their attainment in statutory assessments.
- Give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- Give EAL pupils the knowledge and skills to use English to understand and produce written texts.
- Give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

## **UNDERLYING PRINCIPLES**

At the Giles Nursery and Infants' School, we believe that:

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English-speaking pupils.
- EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs / styles.
- Well planned, mainstream lessons in an appropriately organised mainstream classroom provide the best environment for acquisition of English by EAL pupils.
- The multilingualism of our EAL pupils enriches our school and our community.
- To become fully competent in the use of English is a long process; pupils require long-term support.
- Having a home language other than English is not a 'learning difficulty'. EAL pupils are not placed on learning support registers or taught in learning support groups unless they have special educational needs or disabilities.

## **ROLES AND RESPONSIBILITIES**

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success. The EAL leader is the member of staff responsible for coordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Being informed by staff of the identification of any EAL pupils.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
- Maintaining an EAL and bilingual register.
- Ensuring bilingual children and parents are fully supported, liaising with support services.

### **ADMITTING NEW PUPILS**

We follow the school's normal admission procedures and try to collect and record the following additional information:

- Country of origin,
- Date of arrival in UK,
- Pupil's first language,
- Other languages spoken at home / by pupil,
- Pupil's level of literacy in these languages,
- Links with pupils already in school,
- Pupil's educational background.

We normally attempt to contact previous schools. Parents / carers and pupils are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

Bilingual support workers from the Local Education Authority may be contacted for advice and support.

### **TEACHING AND LEARNING**

At The Giles Nursery and Infants' School, we strongly believe that quality first teaching is essential in meeting the needs of our pupils. Our teachers employ a wide range of strategies that will support pupils where English is an additional language to make the best possible progress. This includes the use of visual prompts and resources, physical manipulatives, pre-teaching and over-learning and adapting learning to meet the needs of all our pupils.

In order to meet the learning needs of pupils with EAL, staff will:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider their own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment may differ from the school culture that our EAL pupils are familiar with; for example, teaching, learning, procedures, routines and practices.
- Plan for and provide specific time for pupils with EAL needs.
- Be aware that an EAL pupil's social language (normally acquired in around two years) may be much more advanced than their academic language (which can take seven to ten years to reach native-speaker levels).
- Teach topic / subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils; for example, speaking and writing frames.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness, etc.), genre features and characteristics (narrative reports etc.).
- Promote language and learning skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents / carers participation in EAL pupils' learning.

Staff will ensure pupils have access to the curriculum and to assessment by:

- Using materials and texts 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.

## **EAL AND INCLUSION**

In our school we value each child as a unique individual. We will strive to meet the needs of all our pupils, and to ensure we meet the statutory requirements related to inclusion. All pupils in our school follow the requirements of the Early Years Foundation Stage framework and the National Curriculum. Pupils 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 reasonable steps to achieve this. We do not withdraw pupils from lessons to receive EAL support; pupils with EAL will receive support in class.

Small group pre-teaching of vocabulary may be offered to pupils with EAL, as appropriate, at the start of a new topic. This is to support pupils in their acquisition of key vocabulary and to help them access their learning.

#### **EAL ASSESSMENT, RECORD KEEPING AND INFORMATION TRANSFER**

The school maintains an EAL and bilingual pupil register. All relevant information is disseminated to teaching staff or to other schools, as required.

#### **MONITORING AND REVIEW**

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

**Reviewed: February 2024**

**Next review: February 2027**