

# English as an Additional Language (EAL) Policy



## Policy

**Reviewed: April 2022  
To be reviewed: April 2025**

## **St. John's C.E. (C) Primary School**

### **English as an Additional Language (EAL) Policy**

#### **Rationale**

At St John's C.E. (C) Primary School, all our children are supported to achieve their potential in all aspects of their education – their academic 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. 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.

Children's ability to participate in the full curriculum may well be in advance of their current ability to communicate in English therefore it is essential that we provide these pupils with appropriate opportunities to develop their English language communication skills in order that they can progress through the curriculum at an appropriate level. 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. As a church school, our Christian values ensure that we teach all our pupils to respect differences in culture and beliefs; valuing the children's first language is an important part of that and encourages children and their parents to feel they are part of our school community.

*The Government's definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community.'*

*The term EAL is used to describe a diverse group of pupils for whom English is an Additional Language. What they have in common is that they use one or more language other than English at home or in their community.*

*From 2020, these definitions have been and will continue to be shared with parents of all new starters when completing their paper work for their child to start their education at St John's.*

#### **Aims and Objectives**

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning; through our curriculum and the additional language support we provide we ensure that children:

- acquire the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment
- develop as responsible citizens and members of our school community
- this is in line with the requirements of the Race Relations Act 1976

#### **Practice and Procedures**

In our school, teachers use various methods to help children who are learning English as an additional language:

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 beginning to explore 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, including the use of talk frames
- encouraging them to relate one language to another

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
- using the home or first language where appropriate

All children are assessed against National Curriculum objectives or Early Learning Goals in order that appropriate activities and challenges are planned to develop learning. The progress of all groups of pupils is carefully monitored each term and EAL pupil progress is discussed at termly Pupil Progress Meetings. This supports teachers in monitoring their progress in language development and plan appropriate strategies to support this.

These strategies may include:

- Classroom support in first language
- Transliteration signs in key areas and on displays
- Pre-teaching of key concepts
- Specific group work to develop key skills in speaking, listening, reading and writing

### **Inclusion and Equality**

In line with our Equal Opportunities Policy and Disability Access Plan we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **Policy Monitoring and Review**

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

**Policy produced by ...P. Missett.....**

**Date: April 2022**

**Approved by (Chair of Governors) : .....** **Date : .....**

**Review Date: April 2025**

All stakeholders have access to this policy. Policies are available in electronic format, large print or linguistic translation.