



Adelaide Primary School **English as an Additional Language (EAL) Policy**

November 2016

ETHOS AND VALUES

Adelaide Primary School is an exciting inner-city school that provides a first class educational experience to its children. We aim to ensure all our children are safe, enjoy coming to school, achieve highly and are very well prepared for life in modern Britain. To achieve this,

all members of the Adelaide school community are expected to take responsibility and make a valuable contribution. Our core values of respect, equality and effort underpin all aspects of our work.

School policies are reviewed to include racial equality, accessibility, inclusion and equal opportunities for all.

What IMPACT does the policy have on the lives of pupils at Adelaide Primary School with regards to the above statement?

The Governing Body of Adelaide Primary School recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education.

They are particularly keen to support the Headteacher and the staff in giving as many first hand experiences to the children at the school so that their education be rooted in real life learning experiences.

Aims

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfillment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of 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.

Teaching and Learning Style

In our school teachers take action 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 languages 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 and translators, readers and amanuenses;

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.

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 in English with peers and adults.

In KS1 and KS2, children are grouped appropriately for Phonics, SFA and Maths.

Children who are learning English as an additional language are given 1:1 and small group support, if necessary, by our specialist language assistant during the afternoons.

Assessment

Our school uses EAL Steps to measure English language competence for EAL children linked to the National Curriculum. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

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

In the mathematics tasks and tests at Key Stage 1 we provide additional adult support with the assessment materials.