

The Dharma Primary School

English as an Additional Language (EAL) Policy

(This policy is for the whole school and includes the EYFS)

1 Introduction

- 1.1 At the Dharma Primary School, we value all our pupils, and aim to deliver all-round education. We therefore value all aspects of their education – their learning, both of academic subjects and of emotional literacy, their achievements, their dispositions and their well-being. We would like our students to leave our school with a ‘good heart’, sound ethical values and a sense of responsibility combined with the academic and social skills that enable them to make a successful transition into secondary education. At the Dharma Primary School we take account of each child's individual needs and experiences and, in this context, the needs and experiences of children whose first language is not English.
- 1.2 When any of our children have particular requirements with regard to learning and assessment, these may be linked to their progress in learning English as an additional language (EAL).
- 1.3 Children who are learning English as an additional language have linguistic skills similar to 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.
- 1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. Our school recognises and values cultural and linguistic diversity and the ability of their speakers to acquire other languages.

2 Aims and objectives

- 2.1 All children should be able to access learning, and thereby be able to acquire the knowledge, understanding, skills and dispositions that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this through the education that we provide in our school.

2.2 The aim of this policy is therefore to help to ensure that we are able to meet all the needs of those children who are learning English as an additional language.

3 Teaching and learning style

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

3.1.1 We aim to develop their spoken and written English by:

- ensuring that vocabulary work covers topic vocabulary as well as conversational English;
- covering not just key words, but also metaphorical and idiomatic language;
- explaining how spoken and written English have different usages for different purposes;
- providing a range of reading materials, to exemplify the different ways in which English is used;
- facilitating appropriate opportunities for talking, and using talking to support writing;
- encouraging children to relate one language to another.

3.1.2 We ensure their access to the curriculum and to assessment by:

- using texts and materials that are appropriate to age and learning stages;
- providing support through ICC, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

4 EAL and inclusion

4.1 At the Dharma Primary School, we value each child as a unique individual. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. We use teaching strategies and learning opportunities which enable all pupils to make good progress. We work hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

4.2 According to initial assessment, we make a decision whether or not to withdraw children from lessons to receive EAL support. Generally we do not withdraw children. Instead, the class teacher works closely with the teaching assistants so that children are included in the learning and able to contribute in a way that they are confident with.

4.3 In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

4.4 The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

4.5 The teachers and teaching assistants meet regularly with parents to ensure that clear communication can be maintained and any queries can be addressed immediately.

5 Assessment

5.1 We record attainment and progress according to the Ethos and Curriculum Policy.

5.2 Initial assessment of new pupils with EAL is undertaken by the SENCo in collaboration with their teacher. The pupil is assessed by formal and informal testing in the four language skills; reading, writing, listening and speaking. Based on results from these tests, we prepare an Initial Assessment Report that provides information on proficiency in the four language areas and an analysis of their language needs.

5.3 Language targets are then set which inform the type of support needed, the teaching of the pupil in class and the planning of EAL sessions (if deemed necessary). The targets are reviewed at the end of each term, tracked and evaluated.

5.4 For example, in science and mathematics tasks and tests, we can offer support to EAL children by translating – in writing or verbally - English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses. Or, if required, a support teacher will read, translate and scribe to help children.

5.5 Although levels are recognised as not the best indicator of proficiency, the initial assessment is undertaken using the step descriptors from *A language in common: assessing English as an additional language* (QCA, 2000/584).

5.6 The school maintains an EAL pupil register which is updated on a regular basis.

6 Monitoring and review

6.1 This policy is monitored by the Board of Trustees, and will be reviewed in two years, or earlier if necessary.

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| Person Responsible for reviewing this policy | CE/Head |
| Date of last review | N/A |
| Date of this review | 08/17 |
| Date ratified by Trustees | 08/17 |
| Date of next review | 08/19 |