



Old Vicarage School

English as an Additional Language (EAL) Policy

This policy applies to the whole school including the EYFS.

This policy should be read in conjunction with the following policies: Equality of Opportunity and Individual Needs.

Introduction

At Old Vicarage School, the teaching and learning, achievements, attitudes and well-being of all our pupils are important. We encourage all our pupils to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A child may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language (EAL).

EAL pupils have skills and knowledge about language similar to monolingual English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

All children are entitled to an education that gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. This requires them to have a functional competence in English.

The aim of this policy is to help ensure that we meet the full range of needs of those EAL pupils who do not have a functional competence in English.

Teaching and Learning

We expect teachers to help EAL pupils to develop their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the every day meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes.
- 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.

We expect teachers to ensure EAL pupils have 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, digital or audio materials, dictionaries and, readers.

Access to the curriculum

In the EYFS, the School will take reasonable steps to enable EAL pupils to develop and use their home language in play and learning, support their language development at home and ensure that they also have sufficient opportunities to learn and reach a good standard in English.

Adjustments will be made in the classroom in the early stages by labelling items and providing simple translations of key words to aid understanding.

EAL pupils may be withdrawn for additional support on a one to one basis with the Individual Needs Department.

Assessment

We carry out ongoing recording of attainment and progress in line with agreed School procedures.

We make special arrangements for EAL pupils during formal internal and external examinations as necessary.

The Individual Needs Department offers additional support to pupils during formal internal and external examinations if it is deemed appropriate.

Gillian Linthwaite
Headmistress

Gill Tanner
Head of Individual Needs

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