



English as an additional language Policy

Review cycle: Every 3 Years

Last Review Date: Sept 2017

Next Review Date: Sept 2020

Staff responsible: Mrs S Kalirai, APC

Governor responsible: Mr P Macdougall

THIS POLICY IS APPLICABLE TO ALL PUPILS, INCLUDING THOSE IN THE EYFS

English as an Additional Language (EAL) Policy

Introduction

At St John's the teaching and learning, achievements, attitudes and well-being of all our boys are important. We encourage all our boys to achieve the highest possible standards. We do this through taking account of each boy's life experiences and needs.

Boys who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking boys. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and objectives

The National Curriculum secures entitlement for all boys 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-fulfilment 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 boys 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 boys 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;
- using reading schemes that reflect the cultural diversity of modern British society;
- ensuring that key festivals and celebrations including some religious festivals are brought to the attention of children throughout the school year;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging boys to transfer their knowledge, skills and understanding of one language to another;
- building on boy'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 boy's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the expertise of the SENCo (English as a second language diploma) effectively to help all the mainstream teachers;

Curriculum access

All boys in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Boys with English as an additional language do not produce separate work.

The SENCO will higher up the school provide support in small withdrawal sessions for any boy who is not able to fully access the curriculum due to EAL.

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

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

- building on boys' 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 boys to engage in speaking and listening activities in English with peers and adults;

Assessment

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

The SENCO offers support to boys during the Key Stage 1 and Key Stage 2 assessment period.

Resources

Pupil's religious and cultural beliefs and backgrounds are celebrated and valued through assemblies, displays, R.E lessons and PHSCE.

The provision of bilingual books, posters, artefacts and musical instruments supports cultural and linguistic diversity.

Member of staff with responsibility for this policy is the SENCo. This policy is on a three year cycle.

Reviewed Sep 2017

Due for review in Sep 2020

Suki Kalirai