

***Maes yr Haul Primary School***

***Ysgol Gynradd Maes yr Haul***



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

**ADOPTED:** Summer Term 2017

**REVIEW:** Summer Term 2020

### **Policy Review and Monitoring**

This policy is due to be reviewed at the time stated, unless circumstances determine that this policy needs to be reviewed at an earlier time.

**Signed:** Chair of Governors

**Headteacher**

**Date:**



# **Maes Yr Haul Primary School** **Ysgol Gynradd Maes Yr Haul**

**Enriching Life Through Lifelong Learning**  
**Cyfoethogi Bywyd Trwy Addysg Gyddoloes**

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

### **Introduction**

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

From time to time, we may have pupils for whom English is not their first language. Such children are therefore likely to have particular learning and assessment requirements, which are linked to their progress in learning English as an Additional Language (EAL).

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. 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 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-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 children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

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, translators and readers;
- providing support through a programme of targeted intervention;
- using the home or first language where appropriate.

### **Curriculum Access**

All children in our school follow the curricular requirements of the Foundation Phase and the National Curriculum at Key Stage 2. Children with English as an Additional Language (EAL) do not produce separate work unless they are receiving additional one-to-one support sessions to help improve their understanding.

In the Foundation Phase we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The Foundation Phase 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;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages as well as English.

### **Assessment**

We carry out ongoing recording of attainment and progress for EAL pupils 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, if this is considered necessary. In line with BCBC policy, EAL pupils are assessed against the Language Acquisition criteria. This information is submitted to the Local Authority so that funding can match the needs of the school. Small group support is provided for identified pupils in line with their level of language acquisition.

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