



# All Saints Carshalton, Church of England Primary School

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

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## **Introduction**

At All Saints Carshalton, all our children are important, and this applies to all aspects of their education - their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

Very few of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

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.

Research suggests (despite some commonly-held beliefs to the contrary) that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## **Aims and objectives**

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help ensure that we meet all the 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).

## **Key Principles**

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilment of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society. At All Saints, we view the fulfilment of this language acquisition amongst EAL pupils to be an essential part of our approach to teaching.

- EAL pupils take approximately 5 - 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL pupils have a temporary additional need which is primarily language acquisition - it is separate / distinct from typical additional needs but with crossover points. EAL pupils are not automatically SEN or lower ability, and should be provided with activities that match their cognitive ability first, language and literacy skills second
- EAL pupils will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL students

### **Teaching and learning style**

In our school (see also section relating to the Foundation Stage) teachers use various methods to help children who are learning English as an additional language:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- Covering not just key words, but also metaphors and idioms;
- Explaining how spoken and written English have different usages for different purposes;
- Providing them with a range of reading materials, to exemplify the different ways in which English is used;
- Giving them appropriate opportunities for talking, and using talking to support writing;
- Encouraging them to relate one language to another;
- Ensuring their access to the curriculum and to assessment by:
  - Using texts and materials that suit their ages and learning stages;
  - Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
  - Using the home or first language where appropriate.

### **EAL and inclusion**

In our 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. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that 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.

Children with EAL will be given support in the classroom, in small groups and in 1-1 sessions as necessary. Children will be given access to a range of strategies and settings to help them to learn English as successfully as possible.

In the Foundation Stage we provide 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 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 a variety of writing in the children's home languages, as well as in English.

### **Assessment for learning**

Our school uses the Sutton 'EAL Stages for KS 1-4' to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures.

Children who are new to English are assessed on their understanding soon after arriving, to ensure that staff have up-to-date information on a pupil's individual needs.