



Inspiring All to Excellence



Anker Valley Primary Academy

English as an Additional Language Policy (EAL)

Document Control

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Introduction

In our academy, 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.

As Anker Valley Primary Academy continues to grow, a number of our children may 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.

Being a speaker of more than one language is no 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 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-fulfillment, but also for their development. We seek to honour this entitlement through the education that we provide at Anker Valley Primary Academy.

The aim of this policy is therefore to help to 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.

Teaching and learning style

In our academy teachers will 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 academy, we value each child as a unique individual. We will 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 will follow the requirements of the National Curriculum. Children with English as an additional language will not produce separate work. We will provide learning opportunities that enable all pupils to make good progress. We will strive to meet the needs of all pupils learning English as an additional language and take all reasonable steps to achieve this.

We will not withdraw children from lessons to receive EAL support. This will instead involve supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes a language support teacher works with groups composed not entirely of EAL children.

In the Foundation Stage, we will 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 bilingual support to extend vocabulary; 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.

Monitoring, Feedback and Assessment

Feedback to pupils about their own progress is achieved through the marking of work and the use of AfL strategies.

Effective monitoring: -

- is often done while a task is being carried out through discussion between children and teacher;
- aims to help children learn by encouraging them to think critically about what they have achieved;
- is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

Formative Assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment include: -

- small group discussions usually in the context of a practical task
- focused teaching individually or in groups

The Head of School will maintain and revise the EAL Policy; monitor the diversity of the curriculum; ensure that assessment and monitoring is taking place; provide opportunities for training for all staff; and liaise with outside agencies such as EMAS.

We will record EAL pupils' attainment and progress according to agreed school procedures. The statutory assessment arrangements of the New Curriculum allow us to make special arrangements for children who are learning English as an additional language.

As the academy increases in size to KS1:

In the mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

As the academy increases in size to KS2:

For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language.

For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to children who have limited English.

Links with Parents and Carers

We value parental involvement and especially their help and support with activities at home. The school will support parents' access to information by providing translations where necessary. We believe in supporting all our parents/carers so that they feel confident about approaching the school with any concerns or queries they may have.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.