



# Bromet School

## English as an Additional Language Policy

Approved on:		29 <sup>th</sup> November 2016
To be Reviewed:		November 2018
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## **1. Introduction**

At Bromet School all our children are important and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and 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.

A number 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 (EAL).

EAL children 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. Bromet School recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## **2. Aims and objectives**

Underlying the National Curriculum is the entitlement of all children to access areas of learning and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary for their self-fulfilment and also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide.

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.

## **3. Teaching and learning style**

We use various methods to help children who are learning English as an additional language. We aim to develop their spoken and written English and to ensure their access to the curriculum by:

- Ensuring vocabulary work covers the technical as well as everyday
- Covering not just key words but metaphors and idioms as well
- Providing 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
- Using texts and materials that suit their ages and learning stages
- Providing support through ICT, videos, audio materials and dictionaries

## **4. EAL and inclusion**

In our school we value each child as an individual whose unique needs we strive to meet, thereby ensuring that we meet all the statutory requirements related to inclusion. All children follow the requirements of the National Curriculum and we provide learning opportunities that enable all children to

make good progress. We try not to withdraw children from lessons to receive EAL support, rather we strive hard to meet the needs of all EAL children within the classroom and take all reasonable steps to achieve this: setting targets, evaluating and assessing.

In the Foundation Stage we help children learning English as an additional language by:

- Providing new arrivals with a “buddy”
- 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 if possible
- 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 English
- Including the children’s home languages in displays around the school whenever possible

## **5. Assessment for learning**

Bromet School uses the EAL assessment grids to measure the English language competence of EAL children and we record their attainment and progress according to agreed school procedures. This is carried out and monitored by the classroom teacher and TP.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for EAL children and the school takes advantage of these when appropriate.

## **6. Monitoring and review**

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