ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) GUIDELINES (CURRICULUM)

Reviewer: Jo Wallace

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Introduction

At Whitegrove, we strive to achieve the highest possible standards for all our children. We do this by taking into account of each child's life experiences and needs, and delivering high quality teaching and learning across the curriculum.

We carefully consider those children who have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. We are aware of those children who are learning English as an additional language who have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

Aims

The National Curriculum secures entitlement for all children to a number of areas of learning. It 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 (EAL) and have high aspirations for them across our rich curriculum. This is in line with the requirements of the Race Relations Act 1976.

Teaching and Learning style

At Whitegrove, our primary support is to ensure consistently good or outstanding teaching at children's first point of access in the classroom. Good or outstanding teaching will be underpinned by: practical, multi-sensory learning activities; delivered in environments that are communication rich; written and verbal language complemented by visuals; and children feeling valued as individuals. Children will also be immersed in rich experiences of literature appropriate to their level.

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in their own culture is crucial for their self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils' abilities and needs in English and across other subjects. They will use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms, including induction classes for complete beginners in English, and the provision of in-class support and work in small groups where appropriate.

Ensuring access to the curriculum and assessment

The curriculum is regularly reviewed and examined to ensure that multicultural aspects are fully integrated.

Throughout Whitegrove, we plan opportunities for children to develop their English language, and we provide support to help them participate in all activities.

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum, including those with English as an additional language.

The Foundation Stage 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 development 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 support to extend vocabulary where possible.
• Where appropriate, providing a variety of writing in the children's home language as well as in English.

Key stages 1and 2 support children learning English as an additional language by:

• Continuing those strategies used in EYFS, whilst moving the emphasis towards written and spoken English in preparation for SATs at the end of KS2.

Assessment

Staff carry out ongoing recording of attainment and progress in line with agreed school procedures.

• Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.
• EAL lead closely monitors EAL pupils' progress and attainment in line with the school's assessment policy.
• The statutory assessment arrangements of the National Curriculum allow us to make "access arrangements" for children who are learning English as an additional language where required.
• When appropriate, contact will be made with the LA or curriculum helpline for specific guidance – in addition to that given in the "Assessment and Reporting Arrangements" documentation.

Parent Partnership

Our school recognises the importance and value of the partnership with parents and carers.

We aim to:

• Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
• Ensure shared knowledge and support via review meetings and parent evenings.
• Take into account parents' knowledge, views and attitudes.
• Consult with and involve parents at all stages of their child's time on the EAL register.
• Provide parents with information on school policy, support and services provided by the school and the LA, and their rights in the assessment process.
• Provide and use information techniques that ensure communication is clear and hence effective.
• Enlist the help of parents with home activities designed to reinforce work in school.

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.