



# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Approved On:	12 <sup>th</sup> July 2022
Staff:	Headteacher
Notes:	Non-Statutory School Optional Review every 3 years
Level of Approval:	Delegated to Headteacher
<b>Next Review Date:</b>	<b>Summer 2025</b>

**Headteacher: Mrs Kate Collins**



## **INTRODUCTION**

At Sandfield School we celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. The proportion of pupils from minority ethnic groups is high in our school, as is the proportion of pupils who speak English as an additional language.

We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

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**

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 Equality Act 2010.

At Sandfield Primary School teachers support children who are learning English as an additional language in a variety of ways.

Developing their spoken and written English by:

- meeting children's needs through visual, auditory and kinaesthetic teaching methods;
- teaching vocabulary, using a range of methods;
- displaying key vocabulary;
- 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;

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 material; dictionaries and translators, if appropriate;
- using verbal or visual support;

## **CURRICULUM**

All children at Sandfield Primary School follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

## **ASSESSMENT**

All children at Sandfield Primary School are assessed in accordance with the Early Years Foundation Stage and National Curriculum objectives.

When a child who speaks English as an additional language starts at Sandfield Primary School:

- Parents and/ or carers will be asked about pupil's first language competence;
- Parents will be given appropriate guidance and resources to help their children's learning;
- Identify the level of reading, writing and speaking and listening competency in English as well as additional languages (if possible);
- Classrooms will be set up to be accessible for children learning English as an additional language;
- Pupil will be given a 'buddy' to help them settle in, and given time to settle into school;
- The teacher will monitor the child's language development and progress in class;

- Work will be differentiated appropriately in class;
- Progress, concerns and issues (if any) will be discussed at pupil progress meetings;
- If concerns are raised, then evidence will be gathered (e.g. The Bell Foundation EAL Assessment Framework completed), conversations with relevant parties will happen, support put in place, targets set, progress will be discussed, shared and revised as appropriate