



Stormont School

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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The policy will be published on the school website for current and prospective parents, governors, staff and volunteers.  
Hard copies are available from the School Office.

## **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

### **INTRODUCTION**

At Stormont School, we value each child as a unique individual. We will strive to meet the needs of all of 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 (EAL) are provided with learning opportunities that enable them to make good progress. We strive to meet the needs of all pupils learning English as an additional language and we take all reasonable steps to achieve this.

This policy applies to all children in the school, from the EYFS to Year 6.

### **DEFINITION**

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. Parents and teachers work together in the best interests of pupils with EAL. EAL pupils may be:

- newly arrived from a foreign country and school
- newly arrived from a foreign country, but an English speaking school
- born abroad, but moved to the UK at some point before starting school
- born in the UK, but in a family where the main language is not English.

### **RATIONALE**

EAL pupils require varying levels of provision. It is our belief at Stormont School that all teachers are responsible for assisting EAL pupils in their language development. Activities which allow EAL pupils to work on tasks with peers who have English as a first language will enhance their language and social development.

### **THE AIMS**

Our main aim is for all EAL children to become confident in listening, speaking, reading and writing so that they can access the curriculum and communicate effectively with peers and adults.

We will identify each individual pupil's needs; recognise the skills they bring to school and ensure that they are able to access the curriculum to the best of her ability.

In recognising cultural, religious and linguistic diversity all pupils may benefit from the multi-cultural society in which we live.

The maintenance of a pupil's first/home language will support a child in their acquisition of English and of any other languages learnt at school, therefore, the pupil's first/home language is always respected.

### **KEY PRINCIPLES**

- Language develops best when it is used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for. Attention should be given both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers and Teaching Assistants have a crucial role in modelling use of language.
- A distinction is made between EAL and Special Educational Needs.

### **MONITORING AND ASSESSMENT**

Information is gathered from the confidential personal record form, parents and the pupil on:

- the pupil's linguistic background and competence in other languages

- the pupil's previous educational and schooling experience
- the pupil's family and biographical background

The information gathered forms a vital awareness of the areas class teachers may need to monitor and informally assess in the first 1 to 2 terms.

- When a new pupil with EAL arrives at the school, the class teacher will provide additional information about her fluency in English, based on her ability to communicate with others and to access the curriculum. This will help to build a picture of a pupil's strengths and any areas in which she may need additional support.
- Assessment is primarily through informal observational but may also be informed by results of standardised and school tests. Proficiency in English is categorised as follows:
  - New to English
  - Early Acquisition
  - Developing Competence
  - Competent
  - Fluent

### TEACHING AND LEARNING

While pupils who are new to English or in the early acquisition stage may receive additional support outside the classroom from the Head of Learning Support or TA, we consider that all teachers are responsible for helping EAL pupils develop their receptive, expressive and written language. They must provide appropriate support in their lessons to allow pupils to access the curriculum and make good progress and this provision must be detailed on their weekly lesson planning.

Staff use appropriate support strategies to ensure curriculum access selected from the following methods:

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support e.g., repetition, alternative phrasing, peer support;
- Additional visual support, e.g., objects, pictures, demonstration etc.;
- Bilingual resources, e.g., dictionaries, Apps for tablets, on-line support, bilingual staff/pupils, texts, key word lists;
- Multi-media language resources;
- Writing frames and scaffolds;
- Discussion is provided before and during reading and writing activities;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;
- Where possible, learning progression moves from the concrete to the abstract;
- Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- Covering not only key words, but also metaphors and idioms;
- Explaining how spoken and written English have different usages for different purposes;
- Providing a range of reading materials to exemplify the different ways in which English is used;
- Teachers ensure that children can access the curriculum by:
  - Using texts and materials that support their ages and learning stages;
  - Providing support through ICT, video and audio materials and dictionaries.
- Class teachers, subject specialists and the Head of Learning Support will meet on a regular basis to draw up appropriate differentiated long, medium- and short-term plans for EAL pupils.
- If required, some pupils will be withdrawn from lessons to be given specific lessons that are tailored to their learning needs. Wherever possible careful consideration will be given when deciding which lessons pupils will be withdrawn from.

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- In the Early Years Foundation Stage, we provide opportunities for children to develop their English and we provide support to help them take part in these activities 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;
- Staff at Stormont may discuss with parents' additional external support measures to support their child

### **RESOURCES**

- Additional CPD (Continuing Professional Development) may be provided for the teachers of EAL pupils
- Pupils' religious and cultural beliefs and backgrounds are celebrated and valued through assemblies, displays, RE lessons and PSHEE
- Parents and members of the community are a valued resource through which we can enrich the pupils' learning and cultural awareness
- Visiting musicians, theatre groups, story tellers enrich the pupils' learning and cultural awareness
- Additional resources will be acquired as necessary; websites Mantra Lingua- Dual Language resources for bilingual children and parents
- EAL, MFL resources, bilingual children's books and language books

### **PARENTS AND THE WIDER COMMUNITY**

Teachers work collaboratively with parents to ensure language acquisition is consolidated at home.

### **SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS**

The school recognises that most EAL pupils needing additional support do not have Special Educational Needs (SEN). However, should SEN be identified during assessment, EAL pupils will have equal access to the school's SEN provision.

Similarly, the school recognises that there may be EAL pupils who are able, gifted, or talented even though they may not be fully fluent in English and suitable provision will be made for them. See Able, Gifted and Talented Policy.

### **PARENTS AND WIDER COMMUNITY**

Teachers will work collaboratively with parents to ensure language acquisition is consolidated at home.

### **MONITORING AND REVIEW**

Progress will be monitored on a regular basis by the Head of Learning Support, SLT (Senior Leadership Team), class teachers and/ or subject specialists.