

TWEEDDALE PRIMARY SCHOOL

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on 13th March 2018.

The policy will be reviewed by the Head Teacher annually and by the governing body in **January 2021** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

SUPPORTING CHILDREN LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

Introduction

1. In our school, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.
2. Some of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.
3. 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 and objectives

1. To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
2. To support access to a broad Foundation Stage curriculum and to the National Curriculum (2014), by improving children's fluency and providing support as appropriate.
3. To integrate new children into the school and to ensure that they gain access to the curriculum and academic achievement.
4. To use school, borough and government resources effectively to raise the attainment of children with English as an additional language.
5. To identify and make maximum use of opportunities for modelling fluent use of English, and to provide opportunities for children to practice and extend their use of English.
6. To ensure that parents are effectively supported in working with their children to raise attainment.

Teaching and Learning

In our school, teachers take actions to help children who are learning English as an additional language by various means including:

Developing their spoken and written English by:

- 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.

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 IT, video or audio materials and other audio-visual support materials.

Providing additional support for children with English as an additional language when appropriate, including:

- teacher assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- additional support to target groups of children who are operating below the level which would be expected for their age/time in school.

Curriculum access

All children in our school, including those with English as an additional language, follow the curricular requirements of the Foundation Stage and the National Curriculum (2014), at an appropriate level.

Support will be clearly linked to the National Curriculum (2014) and reviewed regularly. Support may be used to address a particular language or learning focus.

Methods of support may include:

- withdrawing small groups of pupils for focused language and vocabulary development. Close liaison will take place between the class teacher and teacher of pupils with English as an Additional Language;
- preparation sessions with the pupils before teaching input, for example before a whole class session;
- sessions following up a whole class or group session to reinforce key language and concepts;
- sessions to enable the pupil to complete homework tasks with understanding;
- intensive support for pupils at a very early stage of learning English.

We plan 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 children's experiences of language at home and in the wider community, so that their developing 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, where possible, examples of writing in the children's home languages as well as in English;
- providing, where possible, opportunities for children to hear their home languages as well as English.

Roles and responsibilities

All staff have responsibility for supporting and encouraging children to become fluent English speakers, and for communicating school expectations for Speaking and Listening.

All staff members have responsibility for:

- modelling good use of English in extended sentences and encouraging children to do the same;
- communicating to children that they are expected to speak clearly and audibly;
- communicating to children that they are expected to listen and respond when someone speaks to them.

All members of the teaching staff have responsibility for:

- planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English;
- planning a clearly identified language focus for each lesson which will aid second language acquisition;
- clearly defined targets for improving oracy and Speaking and Listening
- assessing and tracking progress in Speaking and Listening.

The English as an Additional Language co-ordinator has responsibility for:

- referring children to the EMAG service for an initial assessment of their Speaking and Listening level on admission to school;
- identifying and providing resources which support children learning English as an additional language;
- ensuring Speaking and Listening assessments are updated each term in partnership with class teachers;
- liaising with staff from the EMAG service and identifying children in need of support;
- ensuring that admission forms are completed for new children with English as an additional language.

Additional classroom support staff members have responsibility for:

- working with targeted groups to support children's access to the curriculum;
- supporting verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;
- liaising with the class teacher to inform assessment of pupils with English as an additional language.

Assessment

Our school uses the QCA English scales to measure English language competence for children with English as an additional language, linked to the National Curriculum. We carry out ongoing termly recording of attainment and progress in line with agreed school procedure.

Pupils with English as additional language and special educational needs

Bilingual children with special educational needs are eligible for English as additional language and special educational needs support, if appropriate.

Equal Opportunities

In our planning we take into account the difference in the learning experiences and abilities of our children. Activities within topics are selected so that children can progress, and are differentiated appropriately.

We believe it is important to promote positive values and attitudes when planning.

- We reject racist and sexist views.
- We encourage positive attitudes to disability through the use of positive images and challenging stereotypes.
- We encourage responsibility to the community and the environment.
- We encourage pupils to express their views and to listen to the views of others.

Race Equality

We will promote race equality through promoting positive images, by challenging stereotypical images and by promoting an interest in, and understanding of, the development of different cultures and attitudes.

Monitoring and Evaluation

The co-ordinator for pupils with English as an additional language is responsible for monitoring the progress of pupils with English as an additional language. The co-ordinator is also responsible for the provision of support and resources where appropriate. Provision will be monitored through planning and lesson observations.

Links to other policies

- Assessment, recording and reporting policy
- Gifted, talented and more able children policy
- Home learning policy
- Learning and teaching policy
- Marking policy
- Monitoring and evaluation policy
- Racial equality
- Special educational needs policy
- All curriculum policies