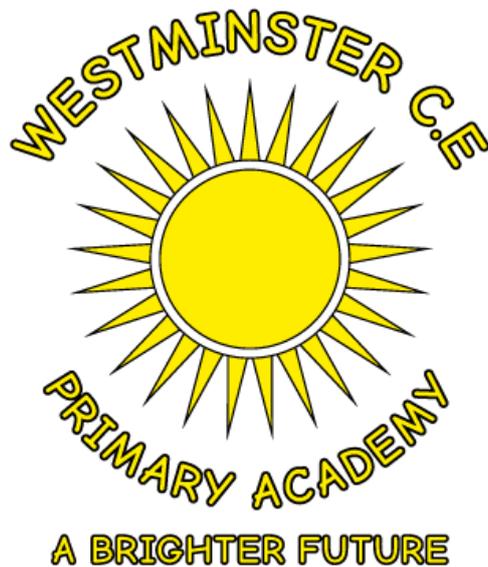


Westminster Primary Academy



English as an Additional Language (EAL) Policy

Rationale

A member of

bdot
Bradford Diocesan
Academies Trust

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. In our academy the teaching and learning, achievements, attitudes and well-being of all children are important. 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 National Curriculum secures entitlement for all children to a number of areas of learning and 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 diverse education that we provide in our academy.

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 Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

Teaching and learning

At Westminster Primary Academy teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- 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;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one 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 materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy for targeted children

Curriculum access

All children at Westminster Primary Academy 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.

We do withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English. Four full time equivalent support staff are funded from the Ethnic Minorities Achievement Grant and they also work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children.

In the Foundation Stage 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 bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages as well as English.

Assessment

We use the NASSEA steps as recommended by the EAL Advisory Team, to measure English language competence for New to English children. These children are targeted on a half termly basis.

We carry out ongoing recording of attainment and progress in line with agreed academy procedures for EAL children not New to English, monitoring the progress made at least half termly, then highlighting children in need of targeting for focus support.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

For the science and written mathematics test at Key Stage 2, we can provide verbal translations of words or phrases in the test papers which we think are likely to prove difficult for children in their first year in the English academy system. For the mental arithmetic test at Key Stage 2 we can provide a verbal translation of the test to children who have limited English, and who joined the academy after 1st September in the year preceding the tests.