



## English as an Additional Language (EAL) Policy

### 1 Introduction

At Winbury School, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

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

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement. Winbury School recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

### 2 Aims and objectives

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help to ensure that we meet all the 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.

### 3 Teaching and learning

In our school (see also 4 re Foundation Stage), teachers use various methods to help children who are learning English as an additional language, developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;

We ensure their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;



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#### **4 EAL and inclusion**

At Winbury, we value each child as a unique individual. We will strive to meet the needs of all 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 do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

We do not withdraw children from lessons to receive EAL support. Individual children or small groups of children are supported at appropriate times by the Classroom Assistant.

In the Foundation Stage, we provide 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 their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing (sometimes with the aid of parents) bilingual support to extend vocabulary;
- providing a variety of writing in the children's home languages, as well as in English.

*See also EAL Appendix.*

#### **5 Assessment for learning**

We record the attainment and progress of EAL children according to agreed school procedures.

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

In the mathematics tasks and tests at Key Stage 1, we help EAL children by explaining English words or phrases in the assessment materials.

#### **6 Monitoring and review**

This policy is monitored by the Head Teacher and Management, and will be reviewed in two years, or earlier if necessary.



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## English as an Additional Language (EAL) Appendix

Information required on admission:

- Which language/s does the child understand?
- Which language/s does the child speak?
- Does the child have any other special needs?

We employ the following school and classroom strategies at an appropriate level dependent on the child's needs

- We make sure the child and parent knows staff names and that they are written down.
- We have a welcome banner in many languages.
- We make displays in classrooms to say "Hello" with a picture of each child and 'Hello' written in the child's first language.
- In EYFS we make the child's own book 'All About Me' which includes photographs of their family and home, with some comments written in the child's first language.
- We display books in the book corner in different languages.
- We ask if there are any plans for the child to learn to read or write in the child's first language.
- We find out if the child knows rhymes, poems or stories in his/her first language.
- We display images and pictures from different cultures and around the world.
- We provide dressing up and items of clothing from different cultures e.g. saris.
- We include food tasting from different cultures in our planning.
- We use additional visual support which is vital to children learning EAL – facial expression, eye contact and hand gestures. We demonstrate the meaning of instructions such as 'sit down', 'stand up', 'come here'.
- We also provide visual support through pictures, videos, computer programmes and games.
- We use stories that have a lot of repetition. Use puppets and props.
- We link language with physical movement in action songs.
- We use songs, rhymes, poems, music and dance to support language development (sing a repetitive rhyme to say 'good morning' and 'we are here today' for the register).
- We involve the child in routine tasks such as giving out snack and milk, putting away equipment.
- Wherever possible we include relevant links within our planning e.g. Chinese New Year, Diwali, Japanese Boy/Girl Day, Saints Days.



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- We try to give bilingual support where possible in the language with which they are familiar. We use fellow teachers, parents, carers, pupils and phrase books to help us.
- We try and learn to speak and sing altogether a rhyme in the child's first language.
- We include Speaking and listening games in our planning.
- We encourage children to communicate with and learn from their peers. Role play, home corner, dressing-up encourages language by listening, speaking and interacting with them.
- We allow children to use their mother tongue when appropriate.

**Paula Prewett, Head Teacher**

**Dated: 17 November 2010**