

## **Pupils with English as an Additional Language - Junior School**

This policy sets out the school's aims, objectives and strategies with regard to identifying and meeting the needs and celebrating the skills of EAL (English as an Additional Language) children. EAL is defined as 'a child whose first language is not English' encompassing children who are fully bilingual and all those at different stages of learning English.' This policy applies to all children from Early Years to Y6.

All children need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For children who are learning English as an additional language, this includes recognising and valuing their home language and cultural background. Bilingualism is viewed as a positive and life-enriching asset.

We believe that EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum and that EAL learners make the best progress within a whole school context, where children are educated with their peers.

### **Early Years**

We provide opportunities for children to develop their English and support them to participate in activities. Teaching and learning in the Early Years enables pupils to learn 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 adults;
- providing bilingual support where we can.

### **Mileposts 1-3**

We aim to develop skills in English by adopting the following strategies:

- providing opportunities for talking and using talk to support writing;
- encouraging pupils to relate one language to another;
- using texts and material suited to pupils' ages and learning stages;
- providing support through appropriate visuals, ICT, video and audio materials;

- using first language where appropriate and if possible;
- covering not just the Key Words, but also the metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing pupils with a range of reading materials, to exemplify the different ways in which English is used;
- ensuring that vocabulary work covers the technical as well as everyday meanings-providing glossaries whenever possible to support work in all subjects.

### **Selection of Pupils for EAL support**

Many of the Junior School pupils have English as an additional language and so all Class Teachers take account of their needs within the classroom using a wide range of suitable strategies. Pupils are selected for EAL support by taking a range of factors into account:

- previous schooling;
- information from the parents and the admission process;
- assessment of their English acquisition;
- new to school;
- motivation and ability in the mainstream classroom;
- standardized test results;
- teacher observations.

### **Provision of EAL Support**

The aims of the additional English language support are:

- to develop communication and interaction skills;
- to enable the students to access the curriculum of the school.

We aim to give every child access to a broad school curriculum no matter what their level of English is. Therefore, with the exception of pupils who are complete beginners to the language, none of our pupils miss lessons in order to improve their English. The EAL programme is built into the language time-table which gives the possibility for pupils to attend a daily EAL lesson if this is needed.

As a general rule, we have found it can take up to two years for children to develop Basic Interpersonal Communication Skills (BICS). Cognitive and academic language proficiency can take between 5-7 years.

### **Assessment**

Once children are placed in the EAL programme, their level is tracked using the the CEFR scales, as well as the Assessment of English Language Acquisition as found in A Language in Common (QCA 2000).

### **Admission of EAL pupils**

Formal assessment of English prior to admission is not undertaken in EYFS or Years 1-4 and children with no English are considered. Where admission is sought for Y5 and above English testing may be used to assess the level of English.

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