

Date Valley School Trust

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English as an Additional Language Policy

Statement of Commitment:

At Date Valley School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality teaching based on experiences and talk, we aim to meet the language needs of our learners.

Rationale:

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. A number of our children can 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-fulfillment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

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.

At Date Valley School 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 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
- using the home or first language where appropriate
- setting targets in literacy for identified children

Curriculum access:

All children at Date Valley School 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 targeted sessions in order to support those children who are in need of additional small group work and to those who are new to English.

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 record attainment and progress for all children including EAL children, monitoring their progress half termly. Identified children are put forward for focused 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 school system. For the 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 school after 1st September in the year preceding the tests.

This policy will be reviewed by the Head teacher every three years or sooner if it is considered necessary.

This policy has been read and approved for Date Valley School, by the Headteacher and the Chair of Date Valley School Trust.

Date: March 2019