

Beddington Infants' School

English as an Additional Language Policy

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:

The Seven Gifts of Beddington Infants' School
where every child will:

be a well-rounded child 	be a good communicator 	be respectful and polite 	enjoy learning 	have strong core skills 	be a full member of the community 	be ambitious 
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Our holistic approach is reflected in our aim that, through genuine partnership with families, children leave Beddington Infants' School with these Seven Gifts.



Intent

At Beddington Infants', 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 English as an Additional Language (EAL), enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies in order to meet the needs of pupils who have EAL. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Our learners

Our learners come from diverse backgrounds with a wide range of language skills.

- Beddington Infants' serves an increasing multilingual community.
- A third of our pupils are identified as having EAL.
- Altogether there are at least 43 different languages spoken at Beddington Infants', with the highest percentage of our pupils speaking Urdu (9%), Tamil (8%), French (5%) and Polish (5%).
- A small proportion of our pupils have arrived from other countries with no or very little understanding of English.

Learning

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Reflect the diversity of our school community through quality first teaching and an inclusive curriculum.
- Promote home languages across the school.
- Provide pupils with EAL the opportunity to improve their fluency in speaking, reading, writing and understanding English.

What is EAL?

EAL means English as an Additional Language which is when a pupil speaks a home language other than English, or is an English speaker but is exposed to another language at home.

Definition of an EAL learner

“First language is the language to which the child was initially exposed during early development and continues to use this language at home and in their community. If a child acquires English subsequent to early development, then English is not their first language, no matter how proficient in it they become.” DFES Guidance 2007.

Definition of a bilingual learner

“Bilingual is taken to mean all pupils who use or have access to more than one language at home or at school - it does not necessarily imply fluency in both or all languages.” DFES Guidance 2007.

Definition of an advanced bilingual learner

“Advanced bilingual learners are pupils who have had all or most of their school education in the UK, and whose oral proficiency in English is usually distinguishable from that of pupils with English as a first language, but whose writing may still show distinctive features related to the language background.” DCFS 2009

Planning and teaching for learners with EAL needs

Teaching and learning is focused on individual pupils' needs and abilities and by setting targets which reflect individual pupils' skills, abilities and potential. The school has interventions in place for pupils with EAL. Barriers to learning are carefully identified and specific support is put in. The school has a commitment to make reasonable adjustments to ensure access to the curriculum for all.

Support for pupils with EAL may include:

- Pre-teaching or vocabulary sent home, prior to the start of a topic
- Different or additional learning materials or special equipment.
- Small group or individual support led by trained support staff.
- Extra adult time to deliver a planned intervention and to monitor its effectiveness.

Monitoring and assessment for learners with EAL needs

The class teacher is responsible for the assessment of all pupils in their class. The class teacher will work closely with the EAL Lead to identify and address needs. The Assistant Head for Inclusion and Year Leaders meet regularly with class teachers to review pupil progress and attainment.

EAL role and responsibilities

The EAL Lead manages EAL effectively across the school, to develop the quality of provision for EAL learners and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve this, the EAL Lead will:

- disseminate information and key messages effectively
- promote the needs of EAL learners
- advise teachers about the development of EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- stay up to date with current EAL 'best practice' and to share this information with the staff across the school
- audit resources for EAL learners
- review the progress and attainment of EAL learners

Strategies for working with learners who are new to English

- Language is central to our identity, therefore the home language of all learners, their families and our staff should be recognised and valued.
- Where possible, pair up pupils/adults who use the same home language as the new arrival but also ensure that there is a balance of exposure to good English speaking role models.
- Language develops best when used in purposeful contexts across the curriculum.
- Provide lots of hands-on experiences so children learn the new language through participating in activities that support cognitive development, including role play and games.
- Teach newly arrived learners useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Provide additional visual support - communication fans, gestures, pictures, photographs, posters, objects and modelling.
- Create a language rich environment and use appropriate resources and support, where available, to enable learners to participate and access the curriculum.
- Display positive images of people from a range of diverse backgrounds.
- EAL learners will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.

Last reviewed on:

16.7.2021

Next review due by:

16.7.2022