

English as an Additional Language (EAL) Policy
Main School, EYFS and Wrap Around
St Teresa's School

Mission Statement

Inspiring and achieving together, using our unique gifts given to us by God.

Reviewed: July 2019

Next review: July 2021

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.

We believe that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success.

We currently have one tutor who is trained in teaching EAL children, which enables us to provide one-to-one tuition for children with English as an additional language, if this would support the pupil.

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.

The aim of this policy is to help ensure that we meet all the needs of those children who are learning English as an additional language.

Teaching and learning style

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;

Ensuring 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;
- using the home or first language where appropriate.

EAL and inclusion

In our school 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. We would provide learning opportunities that enable all pupils to make good progress. We would strive hard to meet the needs of all pupils learning English as an additional language and take all reasonable steps to achieve this.

EAL in EYFS

In St Teresa's EYFS, we recognise that bilingualism is an asset and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. We understand the importance of recognising the stages of learning English as an additional language, knowing that they provide a framework against which individual children's progress can be monitored and appropriate learning opportunities created. Although there are individual differences in the way children acquire an additional or second language, our experience and knowledge of child development suggests that there is a consistent developmental sequence:

1. Continued use of the child's home language: young children may continue to use their home language, expecting that it will be understood. This may be a brief period in the child's development, depending on the responses that the child receives. We work closely with parents and if appropriate seek support from speakers of the child's home language.
2. The silent or non-verbal period: during this time, the child may continue to interact non-verbally, for example using gestures and visual supports. It is important that young children are given time to adjust to the new environment and tune into the language used at St Teresa's. Although silent, they may be rehearsing the language silently and then quietly to themselves until they feel confident to speak in public. At this time, staff ensure that children can access and feel included in play experiences so that they begin to feel part of the school community. Staff will also support children's learning by encouraging them to spend time close to English speaking children so that they hear the 'tune' of the language and have a relevant context for their language learning
3. Repetition and language play, routines and single words: children begin to use single words or short phrases and repetition during the early stages of learning English, often in routine situations. This enables them to interact with others and might include joining in with rhymes and stories or language used in daily routines for example 'happy birthday', answering the register or asking to go to the toilet.
4. More complex English or productive language use: children begin to develop their use of English, their additional language, which enables them build on and extend the use of single words and short phrases to produce more complex language. At St Teresa's, we know that this emerging language stage can be difficult for children in play situations as they may need time to think through responses and in fast paced play can sometimes feel left behind. Adults ensure that support continues at this stage and that other children understand the challenges associated with learning a new language. At St Teresa's we actively promote the acquisition of fundamental British values and these include mutual respect and tolerance of the cultures of others. We also recognise that every child is unique and will learn and develop at their own rate and in their own way.

Adults are trained to observe children and understand their development so that they can provide appropriate support and enable all children to progress. Strategies that are used, particularly in the silent/non-verbal period include:

- Continued talking even when children do not respond – providing a commentary provides the child with a model on which to base their learning.
- Including children learning English as an additional language in small groups with other children
- Use of varied questions
- Including other children as the focus in the conversation
- Use of the first language (This may include printed materials, dual language IT resources, working with families to identify key words that can be used by all staff and, when possible, inviting speakers of the child's first language into the setting.)
- Acceptance of non-verbal responses
- Praising all effort
- Supporting the learning of vocabulary by repeating common words in meaningful contexts
- Encouraging children to interact with others
- Provide activities which reinforce language practice through play

As part of everyday practice, staff work closely with all parents to support children's progress. The learning environment supports communication and language for all children.

St Teresa's has acquired a number of resources from the now closed county resource centre. We endeavour to provide resources that support children learning English as an additional language from specialist suppliers (including Mantra Lingua) in response to children's individual needs.

The National strategies document: <http://www.foundationyears.org.uk/2011/10/supporting-children-learning-english-as-an-additional-language/> provides guidance for all practitioners supporting children who are learning English as an additional language.

Assessment

In mathematics tasks and tests at Key Stage One we would help EAL children where necessary by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

For the science and written mathematics test at Key Stage Two, we would provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage Two we would provide a verbal translation of the test to children who have limited English.