



Cambridge Primary Education Trust (CPET)

English as an Additional Language (EAL) Policy 2017/18

1 Introduction

- 1.1** In our school Every Child Matters, 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.
- 1.2** 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.
- 1.3** Children who are learning English as an additional language have additional linguistic skills 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.
- 1.4** Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. This 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

- 2.1** 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.
- 2.2** The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language.

3 Teaching and learning style

- 3.1** In our school teachers use various methods to help children who are learning English as an additional language.
- 3.1.1** They develop their spoken and written English by:
- immersing them in the English language, ensuring they work with children of all abilities;
 - 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
- using their first language to make sense of the second one e.g read a story in first language and then it will help understand the meaning in English
- be able to continue to develop new words in their first language.

They 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;
- using the home or first language where appropriate.
- Use parents to pre-teach children in their first language.

4 EAL and inclusion

4.1 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. All children in our school follow the requirements of the National Curriculum. 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.

4.2 Support for children may involve Teaching Assistants working with individual children or small groups of children.

- The DfE information on Teaching EAL children will be used. Tasks will be adapted so that children with EAL can experience the activities at their level of ability – e.g. If studying magnets they draw their answers rather than writing them;
- Pupils will build on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- A range of opportunities will be given for them to engage in English speaking and listening activities, with peers and with adults;
- Bilingual support to extend vocabulary will be given if appropriate;
- Opportunities will be made for children to hear their home languages, as well as English;
- Gain support from CREDS

5 Assessment for learning

5.1 We assess children's acquisition of English during the year. year assessment is We assess children on a scale of A-E according to their capabilities and government guidelines. We record their attainment and progress according to

agreed school procedures. We may ask for an EAL assessment form CREDS if we are concerned about a child's progress.

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

6 Monitoring and review

- 6.1** This policy is monitored by the governing body, and will be reviewed annually or earlier if necessary.

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