

Ribble Drive Primary School



EAL Policy

RATIONALE

At Ribble Drive Community Primary School, the teaching and learning achievements, attitudes and well-being of all our pupils are important. We encourage all our pupils to achieve the highest possible standards. We do this through taking account of each pupil's life experiences and needs. Some of our pupils may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Pupils who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. It is incumbent upon us to make provision for them to acquire the language skills they need.

This will enable us to realise both our Mission Statement:

"Be The Best You Can Be."

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy applies to the **whole school**, including the EYFS

This policy supports Articles 3(Best Interests of the Child), 14(Freedom of thought, Belief and Expression), 28(Access to Education) and 30 (Children from Minority or Indigenous Groups): UNICEF: The Convention on the Rights of the Child.

AIMS AND OBJECTIVES

The National Curriculum secures entitlement for all pupils 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 education that we provide in our school. The aim of this policy is to help to ensure that we meet the full range of needs of those pupils who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

TEACHING AND LEARNING STYLE

In our school, teachers take action to help pupils 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 the everyday meaning of key words, metaphors and idioms.

- 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 pupils to transfer their knowledge, skills and understanding of one language to another.
- building on pupils' 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 pupils' ages and levels of learning.
- providing support through ICT, video or audio materials and readers.

CURRICULUM ACCESS

All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Pupils with English as an additional language do not produce separate work.

Arrangements are made in-house for these pupils to access some 1:1 support from staff within school-although these will not necessarily be native speakers.

In the Early Years Foundation Stage, we plan opportunities for pupils to develop their English and we provide support to help them to take part in activities.

The Early Years Foundation Stage helps pupils learning English as an additional language by:

- building on pupil'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 pupils to engage in speaking and listening;
- activities in English with peers and adults;
- providing support to extend vocabulary.

ASSESSMENT

We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for pupils who are learning English as an additional language:

In the mathematics tasks and tests at Key Stage 1 we may translate words or phrases that appear in the assessment materials or that the pupils use in their responses.

For the written Mathematics tests at Key Stage 2, we may provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for pupils for whom English is an additional language.

For the mental arithmetic test at Key Stage 2 we may provide a verbal translation of the test to pupils who have limited English.

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