



Policy for English as an Additional Language (EAL)

Collingwood School

Introduction

At Collingwood School, the teaching and learning, achievements, attitudes and well-being of all children are paramount. Each child is nurtured to achieve the highest possible standards and this is done by taking account of each individual's life experiences and needs.

There will be times when some children 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 and objectives

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-fulfilment and development as responsible citizens. The principles of fairness and justice for all are promoted through the education that the school provides.

The aim of this policy is to help ensure that the full range of needs of those children who are learning English as an additional language are met. This is in line with the requirements of the Race Relations Act 1976. The principles of our approach to children with EAL are also embodied in our Equal Opportunities Policy.

Responsibilities

- The Head Teacher and Governors ensure that EAL is regularly considered and placed in the School Development Plan when relevant and appropriate.
- All staff liaise effectively when considering the needs of pupils with EAL.
- Staff training is to be available to support the planning, teaching and assessment of EAL learners.
- Challenging targets are set by class teachers based on systematic data and evidence of progress.
- The school will keep parents and carers fully informed of all matters concerning the progress of EAL pupils.
- The school will work in partnership with families of EAL pupils and make links between home, school and local community.

Teaching and learning style

At Collingwood School, teachers will 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 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;
 - ensuring other languages are embraced and valued and celebrating different cultures and pastoral care (together with families)
 - 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;
 - providing support through IT, video or audio materials, dictionaries and translators, readers, amanuenses and EAL staff specialists;
 - using the home or first language where appropriate.

Curriculum Access

All children at Collingwood School follow the curricular requirements of the Curriculum Policy. We follow the National Curriculum as a structure, but are not bound by it and often go above and beyond the guidelines. Children with English as an additional language do not produce separate work.

Assessment.

The school's assessment formal procedures allow us to make special arrangements for children who are learning English as an additional language.

The EAL coordinator will offer support during formal termly assessments if required.

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