



English as an Additional Language Policy

Author:	Elizabeth Eley
Approval needed by:	LGB
Adopted (date):	2020
Date of next review:	2021

Introduction

This policy outlines the teaching and organisation of the teaching of pupils with English as an additional language at Eton Park Junior: A de Ferrers Trust Academy.

Intent

An increasing number of children at Eton Park have English as an additional language (53%). We recognise that linguistic and cultural diversity enrich our school and that a child's achievement is linked to a welcoming environment in which they feel valued and confident. In our school, we value each child as a unique individual. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. 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. Building on each child's knowledge and understanding of other cultures and languages will support EAL pupils in becoming confident speakers, readers and writers of English in all areas of the curriculum.

The aims of supporting children with English as an additional language are:

- To enable access to a broad National Curriculum.
- To enable all children to have access to a varied range of high quality experiences.
- To provide an imaginative, innovative and co-ordinated programme which will foster enthusiasm for learning amongst all EAL pupils
- To inspire confidence, value and please in learning.
- To develop children's capability.
- To teach children to express their own ideas, feelings, thoughts and experiences.
- To use English confidently.
- To use English as a means of learning across the curriculum.
- To make use of their knowledge of other languages.

Implementation

Pupils undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual developments. The school will identify the language demands of the curriculum and provide differentiated learning opportunities matched to EAL pupils' needs. A broad range of visual and interactive resources to support communication and the development of vocabulary are used to support language development. A range of software is used in a cross-curricular way at Eton Park Junior to enhance the teaching and learning opportunities for pupils with EAL.

Impact

The school uses a variety of teaching and learning styles to support EAL pupils. Our principle aim is to develop the pupils' knowledge, skills and understanding of the English language and the broad National Curriculum. We give children the opportunity within lessons to work on their own and collaborate with others.

We recognise the fact that we have pupils of differing ability, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, which are differentiated by task, expected outcome and/or support from peers or adults.

Assessment

All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to Eton Park, targets are then made. The teachers and learning support staff carry out ongoing recording of attainment and progress in line with agreed school procedures. Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated. All teachers are aware of the language proficiency levels of pupils within their class and have the opportunity to discuss pupils' progress, needs and targets when necessary.