



POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

This policy applies to all pupils, including those in the Early Years Foundation Stage

1. INTRODUCTION

This Policy specifies the manner in which members of staff aim to fulfil the School's Vision and Aims vision with respect to pupils for whom English is an additional language. It is recognised that pupils come from a variety of backgrounds and that they have a valuable contribution to make to the school community. The home language and background of all pupils are valued and respected. The Head of English as an Additional Language (EAL) is Mrs Paula Bailey.

2. AIMS

Twyford School is committed to providing appropriate teaching and resources for pupils for whom English is an additional language. Members of staff continually strive to raise the achievements of all of the pupils, including those for whom English is an additional language. Displays and resources reflect linguistic and cultural diversity wherever possible. The main aims of this Policy are to set out the strategies used to help those pupils who know little English, or who are in the process of learning English when they enter the school, to be able to:

- Use English effectively and clearly for a range of audiences and purposes
- Use English as a means of learning across the curriculum
- Access all aspects of the curriculum
- Raise their standard of achievement in all school subjects
- Participate in all aspects of the life of the school (including sport, music, drama and extracurricular activities)
- Have their cultural background acknowledged and respected by all pupils and staff

3. OBJECTIVES

Pupils for whom English is an additional language can heighten awareness of other countries, cultures, religions and languages. Such pupils also help other children in the school realise the need to speak different languages in order to communicate. Furthermore, their presence helps to develop such aspects of PSHE as the awareness of others and their needs.

Members of staff recognise that English should not replace the home language. English will be learned in addition to the language skills already learned and being developed within the language community at home. Teaching children for whom English is an additional language is based on the following key principles:

- Language is central to our identity
- Many concepts and skills depend on and benefit from a well-developed home language
- Literacy in a home language enhances subsequent acquisition of EAL
- Effective use of language is crucial to the teaching and learning of every subject
- Language develops best when used in purposeful contexts across the curriculum
- The needs of EAL learners are best met by careful, targeted curriculum and lesson planning
- All languages, dialects, accents and cultures are equally valued

4. TEACHING AND LEARNING

At Twyford School all of the children follow the curriculum for their year group or for the Early Years Foundation Stage. Children with English as an additional language do not produce separate work. As part of their planning teachers:

- Set clear learning objectives
- Identify the language and vocabulary demands of the lesson
- Take account of the linguistic, cultural and religious backgrounds of the children
- Plan differentiated opportunities matched to the individual needs of EAL pupils
- Identify appropriate materials and resources to enable all pupils to participate in lessons
- Use visual support for lessons including posters, pictures, photographs, artefacts and demonstration where appropriate
- Identify opportunities for collaborative activities that involve purposeful talk, and encourage and support active participation where appropriate
- Identify opportunities to focus on the cultural knowledge explicit or implicit in texts
- Identify opportunities for pupils to access ICT to facilitate and reinforce learning

Spoken and written language is developed by:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with their peers and with adults
- Ensuring that vocabulary work covers the meanings of technical words and common key words, metaphors and idioms
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Ensuring that talking is used to support writing when appropriate
- Using drama and role play to support learning when appropriate
- Providing a variety of writing in other languages as well as in English
- Providing a range of reading materials that highlight the different ways in which English is used
- 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 use of English, and other languages, support one another
- Using repetition and alternative phrasing to support language development
- Modelling the different uses of language
- Providing positive feedback and reinforcement of accurate usage of the language
- Using different contexts such as assemblies, out of school clubs and the House activities for the development of pupils' language

Members of staff recognise that children will usually understand more than they can articulate and that it is important that children do not feel under pressure to speak until they feel confident. However, adults continue to talk to children with the expectation that they will respond. Children's non-verbal communications are responded to positively and the children's peers are encouraged to respond similarly. This is particularly relevant to the children in the EYFS.

Lists of children who speak languages other than English at home and children for whom English is an Additional Language is maintained for Prep and Pre-Prep by the Head of EAL and Head of Pre-Prep respectively. These lists are updated as and when necessary. The Head of EAL assesses children as they arrive in the School as to the extent of their spoken and written English. This information is used to advise class and subject teachers as to any adaptation of approach or additional resources that may be helpful for the child. Parents will be consulted as well. Where appropriate, a pupil with English as an additional language may receive occasional or regular instruction from the Head of EAL.

5. EARLY YEARS FOUNDATION STAGE

Children in Nursery and Reception are in the EYFS. All of the staff in the EYFS work closely with parents to share information about all aspects of children's development including their linguistic needs. Information about the home language(s) and the cultural and religious

background of the child is sought before he or she is admitted to the school. Information about dietary requirements is also ascertained.

Play and learning resources are provided to reflect the children's cultural and linguistic identities positively. These include books in other languages, books about different cultures, jigsaws and role play equipment such as food items, cooking utensils and dolls. The children have the opportunity to learn about festivals such as Chinese New Year and Divali. They are encouraged to bring artefacts from home linked to these celebrations. Home-school links are developed wherever possible to enhance cross-cultural exchange.

Activities are planned to extend all children's understanding of their own backgrounds. These might include topics on babies and families, food and clothing, celebrations and festivals. Artefacts and books are used as well as resources brought by the children.

Language development is further enhanced through the use of stories and rhymes. A variety of resources are used for storytelling, including books and puppets. Members of staff aim to ensure that positive images of diverse cultures are presented, and that negative stereotyping is avoided. Musical activities are used on a regular basis to promote language development. The children in Nursery and Reception have a weekly Music lesson with a Music specialist.

Photographs are used regularly to promote discussion with the children. Home-made books containing evidence of group or class activities are sometimes compiled for the children.

Observation and assessment are fundamental to good practice in the EYFS. All of the members of staff in the EYFS reflect on the activities provided each week to ensure that each individual child is progressing and that the next steps in his or her learning and development are appropriately planned.

6. SPECIAL EDUCATIONAL NEEDS

Most children for whom English is an additional language do not have a Special Educational Need. However, should such a need be identified the child has equal access to the school's SEN provision.

7. ASSESSMENT

All of the pupils at Twyford School are assessed regularly to ensure that they are progressing. Further details of the assessment processes are set out in the Aims and Curriculum Policy, and the Assessment Policy. Members of staff ensure that assessments are accessible to all pupils, including those for whom English is an additional language. Staff members aim to ensure that assessment materials are not culturally biased.

The teachers are responsible for monitoring the progress of all the pupils they teach, and for ensuring that children for whom English is an additional language are not disadvantaged. The Head of EAL and the Head of Pre-Prep oversee the progress of all these pupils at the school.

8. PARENT PARTNERSHIPS

At Twyford, members of staff strive to encourage parental involvement by:

- Using plain English in communications with parents
- Identifying the linguistic, cultural and religious backgrounds of pupils and establishing contact with the wider community where possible
- Recognising and encouraging use of the first language
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language

Dr Steve Bailey
Headmaster