



## English as an Additional Language Policy

*This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage*

**Reviewed: December 2022**

**Reviewed by: A Bush & C Howard**

At Moulsford Prep 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 provide learning opportunities that enable all pupils to make good progress. We recognise that children with English as an additional language may require appropriately differentiated work.

Historically, Moulsford has had very few children with English as an Additional Language (EAL) although we have had bilingual children. We recognise that these children may have particular requirements with regard to learning and assessment that link to their progress in learning English as an additional language.

In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

Children who are learning English as an additional language can have linguistic skills similar to those of monolingual English-speaking children but we recognise that there may be a discrepancy between their underlying ability and current attainment in English literacy.

Being a speaker of more than one language is no disadvantage to educational achievement. This school recognises the importance of languages in their own right, and the ability of their speakers to acquire other languages.

### **AIMS AND OBJECTIVES**

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

### **AMMISSIONS**

'The school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life.' *From the policy '3b – SEND'. Please refer to policy '15b – Admissions Policy' for further information.*

### **TEACHING AND LEARNING STYLES**

In our school, teachers use a variety of methods to help EAL children develop their written and spoken English

- Vocabulary work covering the technical as well as the everyday meanings
- Explaining metaphors and idioms in addition to key words
- Explaining how spoken and written English have different usages for different purposes

- Providing a range of reading materials, to exemplify the different ways in which English is used
- Giving appropriate opportunities for talking, and using language to support writing
- Giving opportunities to relate one language to another

## **TEACHING AND LEARNING STYLES IN EYFS**

Similarly, in the EYFS, we provide opportunities for children to develop their English and support to help them take part in activities.

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults
- Giving bilingual support to extend vocabulary where possible

## **ACCESSIBILITY**

- Using texts and materials that suit their ages and learning stages
- Providing support through ICT, video and audio materials, dictionaries and translators, readers and scribes
- Using the home or first language where appropriate and if possible.

## **STAFF**

- EAL coordinator to oversee policy and management with SENCo
- EAL mentor to support individuals

## **STAFF TRAINING**

- To ensure we are up to date on how to support children with EAL
- Training regularly reviewed and updated

## **EAL AND LEARNING SUPPORT**

The general aim of the Learning Support Department at Moulsoford is to support pupils who have been identified as not making progress commensurate with their ability, for whatever reason.

The school undertakes, in partnership with parents, to make whatever provision is deemed necessary to ensure that a pupil with EAL has every chance to fulfil his potential at school, academically, socially and emotionally. This is done through a graduated response to his difficulties to ensure that he has access to the school curriculum. This includes, but is not limited to, differentiation, support in class, group work, mentoring from the EAL Coordinator and possibly individual tuition from an EAL peripatetic specialist.

## **ASSESSMENT FOR LEARNING**

Our school may use the QCA English scales to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures. Alternatively, we may use NASSEA steps as recommended by the EAL Advisory Team.

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

*Please also refer to policy '3b – SEND' for further information.*