

NETHER GREEN JUNIOR SCHOOL

POLICY FOR

**ENGLISH AS AN ADDITIONAL  
LANGUAGE**



Nether Green Junior School

Author: A Thorlby

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# Nether Green Junior School

## Policy for English as an Additional Language (January 2021)

### Introduction

Nether Green Junior School has a named EAL subject leader Mrs Abigail Thorlby who can be contacted via the school, and a linked Governor responsible for English as an Additional Language (EAL). They ensure that our EAL Policy works within the guidelines and policies of the, the Local Education Authority and other policies current within the school.

### Philosophy

Every pupil at Nether Green Junior School has a statutory entitlement to a broad and balanced curriculum, relevant to their individual needs. In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

### Rationale

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. We promote the principles of fairness and justice for all through the education that we provide in our school.

### Aim

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010. In this, we aim to provide effective EAL support to enable all children who have English as an additional language to:

- Improve their oral and literacy skills in English
- Reach their potential in our school
- Overcome linguistic and cultural barriers to learning
- Have equal access to all elements of school life
- Feel proud of his/her own cultural background
- Value, promote and celebrate the use of their home language

### Provision

In our school, teachers and teaching assistants take action to help children who are learning English as an additional language in the following ways:

#### **developing their spoken, understanding 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;
- endeavour to build 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 ICT, audio-visual materials and dictionaries

Support for pupils who have English as an additional language is provided by class teachers and teaching assistants and is overseen by members of the SLT. The support available will be allocated

according to need with priority being given to children in the early stages of the acquisition of English. Identified pupils may be withdrawn to receive individual/group support as appropriate. Those delivering such support will consult with the class teacher about targets and progress of all EAL pupils. The SENCO will be consulted if necessary. Children with English as an additional language do not usually produce separate work however this is dependent on need.

### **Assessment**

Class teachers will assess all EAL pupils and review progress on a termly basis in line with all other children in the school. EAL pupils may also be assessed using the DFE EAL Proficiency Codes and NASSEA steps as recommended by the Sheffield EAL Advisory Team, to measure English language competence.

All EAL pupils new to the country will also be assessed on entry using the NASSEA framework to determine the level of support that is appropriate.

### **Celebration**

There are a wide variety of languages spoken by the children at Nether Green Junior School which we like to celebrate in all classrooms and across the whole school. Each classroom displays the languages spoken by the children in that class with a world map indicating where the languages originated. We also have a whole school language of the half term. This is introduced to all children in an assembly at the start of each half term. The assembly explains the origin of the language, the cultures and customs of the country it originated and some simple greetings/ phrases for the children to learn, significant global role models who speak that language are references and sometimes stories which were originally written in that language are shared . Very often, the children lead these assemblies.

The language of the half term is also shared in the parent/ carer newsletter at the start of each half term and parents are encouraged to share their expertise.

**Other Relevant Policies** Assessment, Racial Equality, Equal Opps, SEN