COGNITA
TEACHING EXCELLENCE

Charterhouse Square School

English as an Additional Language Policy

(EAL)

December 2016

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Although it is rare for the school to have a child with very poor levels of spoken English we do have a number of children who speak a different language at home and have delayed written skills. We define these children as EAL.

Aims and Objectives

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

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 and to value the cultural, linguistic and educational experiences that they bring to the school.

Teaching and Learning Style

In our school, teachers 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;
- assessing the child's fluency level as soon as possible;
- 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;
- 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;
- differentiated work for EAL students where necessary.

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, video or audio materials;
- using the home or first language where possible.

Curriculum Access

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;

Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures. We make special arrangements for children who are learning English as an additional language via the SEN teacher.