

English as an Additional Language Policy including EYFS (AG 15)

Introduction

At West Hill Park School the term EAL means English as an Additional Language, and includes children for whom English is not the first language spoken at home, and children who are bilingual.

Aims

- To create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL pupils, and use these to enrich the learning of all pupils.
- To develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- To meet with and support parents initially, and whenever necessary for promoting child's development.
- To provide opportunities for children in the EYFS to develop and use their home language in play and learning, to support their language development at home, and to ensure they also have sufficient opportunities to learn and reach a good standard in English language.
- To ensure EAL pupil have equal opportunities
- To ensure EAL pupils are entitled to the full Early Years Foundation Stage and National Curriculum across all Key Stages.

We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and whole school activities. We recognise that the use and development of each child's home language is an essential part of his/her linguistic development. Good cognitive skills in his/her first language will transfer to a second language. Whilst not specifically teaching their language, opportunities are made for the child to read, speak and converse in their first language.

Teaching and Learning

EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model. Children benefit from a 'buddy' who has strong linguistic skills. The class teacher will also provide additional English Language teaching through activities specific to the individual child's needs. The provision of key vocabulary at the beginning of each unit will assist children to recognise key academic vocabulary. In the first instance, EAL pupils are not provided with one to one lessons, but are taught within the whole class setting. Other strategies that are used with an EAL pupil are detailed in Table 1 – Strategies used by Linguistically Responsive Teachers.

EAL learners will receive teaching in all three strands of the English curriculum; speaking and listening, reading and writing. Work is inter-related across these three areas so that one area supports development in another. In addition, children will be using English across the curriculum throughout the day.

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We acknowledge that even the most advanced learners of English need continuing support in order to reach their full potential and we recognise that all pupils benefit from praise and positive correction.

EAL children will be assessed and monitored in the same way a fluent English speaking child would be. These assessments will dictate the support being provided by the school to the child. Alongside the individual teachers, the SENCO will monitor a child across the subjects and as necessary provide any additional special help that EAL learners may need. This may include a referral and support from EMTAS at Hampshire County Council.

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Table 1 - Strategies used by Linguistically Responsive Teachers.

Strategy	Examples
Build language-rich environments	Provide ELLs with opportunities to listen, read, speak, and write in English
	Provide ELLs with opportunities to develop advanced language proficiency
Pay attention to language	Speak clearly—enunciate
	Use steps in giving directions and repeat key points
	Paraphrase
	Pause often
Modify, don't simplify, instruction	Modify <i>how</i> you present information to students, not <i>what</i> you present
	Present challenging content
	Ask questions when you present information
	Model the expected performance
Provide opportunities for ELLs to communicate with other students	Plan activities where ELLs can interact with their fluent peers
	Provide role models of language (including bilingual fluent peers)
	Plan heterogeneous groups
Create opportunities for ELLs to understand and process the material	Plan for teacher-directed (in front of classroom) instruction
	Include individual, pair, and group activities
	Plan for reading from textbooks (either with the help from the teacher or as an individual activity)
Use multimodal strategies	Use oral and written language
	Use visual (e.g., pictures, flash cards, graphs, manipulatives) and auditory (e.g., video, music) materials
	Use direct experience (field trips, walks around school)
	Use nonverbal communication (body movements and expressions)
Identify the language demands in texts you assign	Identify what is challenging in the texts you assign—beyond vocabulary
	Identify the background knowledge ELLs need
	Discuss how textbooks are organized
Establish language and content objectives	Consider what you expect ELLs to learn about language and content
Scaffold ELLs' academic language and content learning	Involve ELLs in all classroom activities
	Provide temporary assistance so that ELLs are able to complete a task on their own
Make connections to students' language(s) and culture(s)	Use examples that are relevant to students' culture(s)
	Use students' home language(s) as resource in the classroom