

Brookhurst Primary School



English as an Additional Language Policy

Written by Kate Waterfield, March 2024

Introduction

At Brookhurst Primary School, we recognise that English as an Additional Language (EAL) Status is dependent on which language was learned first by a child.

In our school the teaching and learning, achievements, attitudes and wellbeing 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.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children.

As a school, we recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

Early English skills are developed through the use of careful assessments carried out using diagnostic observational tools. These allow the school to closely monitor individual children's skills and knowledge in the following areas:

- Language Acquisition
- Social Interaction
- Basic Subject skills - reading, writing and maths

These skills are teacher assessed and in years 2 to 6 additionally monitored through our termly PiXL tests.

Aims and Objectives

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.

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.

Staff at Brookhurst Primary School aim to follow the guidelines issued by the DfE for the Autumn Census (2016) by striving to ensure that all children with EAL have been assessed using the EAL Proficiency Codes.

We strive to adopt and construct a curriculum that is ambitious and aspirational; designed to give **all** learners and groups of learners, including the most disadvantaged and those with SEND and higher levels of needs, the knowledge and cultural capital they need to succeed in their future lives.

We continually strive to make adaptations and reasonable adjustments to enable all our pupils to access our school curriculum and we aim to provide a range of enhancement opportunities to engage all children in their learning.

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full academic and personal potential.

We firmly believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and where all children are exposed to new experiences and knowledge through a varied curriculum regardless of barriers to learning.

Teaching and Learning Style

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

- 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.
- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, audio visual materials and dictionaries

At Brookhurst Primary School, parents are made welcome from day one with a simplified prospectus printed in the home language offered in addition to the full prospectus. Each class door is decorated with flags and greetings for the different nationalities represented; so that each child feels welcomed and valued.

In our classrooms we deliver additional support for EAL children by, providing visual clues or scaffolding, clear simplified vocabulary, learning partners for peer support, additional support with a Teaching Assistant, and small learning groups outside of the classroom.

The interventions make full use of the PiXL Therapies. Children may take home resources to share and practise with their parents. Parents are encouraged to use their first language with their children.

Curriculum Access

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children who learn English as an Additional Language require additional support and this is recognised by the school.

The EAL Coordinator is available to provide additional support with teaching and resources both in and outside class.

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

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 closely monitor and track the progress of children who are learning English as an Additional Language.

In addition to the initial assessment through the EAL proficiency code, pupils where appropriate, are assessed using the PiXL tests at the mid-point in each term in line with

Brookhurst's assessment calendar. This ensures that the appropriate therapies are made available to meet the needs of each learner.

Teachers also carry out formative assessment through marking and verbal feedback, continuously during the year.

Assessment is used to:

- provide diagnostic information about individuals/groups
- plan future teaching and learning
- provide information for parents
- provide evidence for assessment folders
- pass information on to the next teacher at the end of the year