

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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**At High Elms Manor School we believe that children learning English as an additional language are entitled to the full National Curriculum programme of study and that all teachers have the responsibility for teaching English as well as subject content.**

## **Aims**

For children whose home language is not English, reasonable steps must be taken to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

High Elms Manor School must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication language and literacy skills, practitioners must explore the child's skills in the home language with parents and/or carers to establish whether there is cause for concern about language delay.

At High Elms Manor School we aim to ensure that children who have English as an additional language will:

- use English confidently and competently
- use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

We recognise the importance of the role of parents and the need to communicate with parents in mother tongue where appropriate.

## **Our aims will be achieved by:**

1. To collect relevant background and cultural information when a child arrives at school and on issues of assessment and teaching strategies.
2. Ensuring the EAL children access the curriculum by:
  - Providing a welcoming ethos in school and classrooms
  - Valuing their first language by providing a range of notices, posters, labels and dual language texts in first languages
  - Providing appropriate cultural resources where possible
  - Ensuring that tasks are well supported by concrete visual materials, especially for pupils in the earlier stages of English acquisition
  - Translate reports, communicate targets and progress and any problems that may arise
  - Differentiation in weekly planning
  - Staff being aware that although children become conversationally fluent in two years it will take a further 3-5 years at least for them to gain enough vocabulary and knowledge of English to function efficiently in all subject areas
  - Staff being aware that EAL children learn most efficiently working in collaborative groups with able and fluent English speakers

## **Monitoring**

Progress of EAL children is tracked from baseline and progress is monitored termly by the teacher.

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## **Success criteria**

- evidence from tracking meetings that children with EAL are making expected progress
- evidence that example models of first languages are displayed in classrooms and around the school