

EAL Policy



'Love, Learn and Shine Together with Jesus.'

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[St Matthew's Policy for English as an Additional Language \(EAL\)](#)

SMSC Statement

At St Matthew's Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. In an ever-changing climate we are aware that children all have unique journey coming to school.

Overview

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all of our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

At St Matthew's Catholic Primary School we recognise the importance of the mother tongue language being used at home with children. This is because this provides the children with a good language acquisition, it helps to enhance other skills such as critical thinking and develop their literacy skills.



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 Race Relations Act 1976.

Teaching and learning style

In our school teachers take action to help children who are learning English as an additional language by various means:

By 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;
- 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;

Also by 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, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate and with support given through google translate.

Curriculum access

All children in our school follow the curricular requirements of the Development Matters and the National Curriculum. Children with English as an additional language do not produce separate work.

We sometimes withdraw children from lessons to receive EAL support. The language support teacher also works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups of children, of whom only one or two may be EAL children.

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;
- we are also developing the ability to provide bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English.



Assessment

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

In addition to the statutory school assessment we also assess the children on a termly basis using the NASSEA EAL Assessment Framework which is linked to the English National Curriculum objectives from EYFS through to Year 6.

We also work closely with EMTAS to support children and families and when necessary provide support to children through the use of an additional EAL support worker. This support is for children in class and outside of class along with the class teachers, teaching assistants and SENCO.

