

Christ Church C of E School
English as an Additional Language (EAL) Policy



Spring 2015

Christ Church C of E School
Redhill Street
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Christ Church C of E Policy

English as an Additional Language

Date of Policy: Spring 2015

Review Date: Spring 2017

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Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well-being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

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English as an Additional Language

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Introduction

In our school, we have a high number of children who have English as an Additional Language, which is significantly above the national average. Our children are valued, and this applies to all aspects of their education - their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, taking to account each child's individual needs and experiences.

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

Children who are learning English as an Additional Language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages. We have a yearly Eid assembly, in which children recite prayers in Arabic. All the children in Key Stage 2 take part in weekly French lessons.

Aims and Objectives

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, understanding,

skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is to therefore help to ensure that we meet all the needs of those children who are learning English as an Additional Language (EAL). This is in line with the requirements of the Race Relations Act 1976.

Roles and Responsibilities of the EAL Co-Ordinator

- Monitor standards of teaching and learning of EAL pupils;
- Liaise with class teachers to identify and support EAL pupils;
- Contribute to school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision;
- Responsible for analysis for relevant school data for improvement purposes;
- Consult with external agencies;
- Deploy TA and LSA support and monitor its effectiveness;
- Manage resource materials and equipment to ensure sufficiency and adequacy;
- Work with class teachers to ensure effective and appropriate support throughout the school;
- EAL subject leader supports and monitors effective teaching for those pupils with English as an additional language.

Teaching and Learning Style

In our school (see also 5.4 re Foundation Stage), teachers use various methods to help children who are learning English as an Additional Language.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;

- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging pupils to relate and 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;
- ensuring their access to the curriculum and to assessment by:
- using texts and materials that suit their ages and learning stages and modelling of sentences/language;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses
- using the home or first language where appropriate.

EAL and Inclusion

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an Additional Language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an Additional Language, and we take all reasonable steps to achieve this. Our school environment promotes the use of English.

We do not withdraw children from lessons to receive EAL support. The EMA specialist from the Camden EMA team works in partnership with class teachers and TAs provide support within the classroom. This involves supporting individual children or small groups of children.

In the Foundation Stage, we provide 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 their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;

- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;

providing bilingual support to extend vocabulary; we currently employ a Bengali speaking TA in the Early Years who supports with school-home links and settles children of this cultural background into the classroom upon entry into nursery.

- providing opportunities for children to hear their home languages, as well as English;

- providing a variety of writing in the children's home languages, as well as in 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 order to ensure proper assessment is carried out, the EAL Co-Ordinator and support staff must carry out ongoing recording of attainment and progress in line with the above:

- Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is allocated;

- The statutory assessment arrangements of the National Curriculum allow us to make "access arrangements" for pupils who are learning English as an Additional Language;

Parent and Wider Community Partnership

Our school recognises the paramount importance of, and values the partnership with, parents/carers and the wider community. For this, we aim to:

- provide a comfortable and welcoming environment where parents/carers can discuss any concerns;
- ensure shared knowledge and support via review meetings and parent evenings;
- take into account parents' knowledge, views and attitudes;
- consult with and involve parents/carers at all stages of their child's time on the EAL register;
- provide parents with information on school policy, support and services provided by the school and the LA and their rights in the assessment process;
- provide and use information techniques that ensure communication is clear and hence effective;
- enlist the help of parents with home activities designed to reinforce work in school.

However, we recognise that difficulties may arise in a minority cases and respect the right of parents/carers to seek independent advice and support.

Monitoring and Reviews

The school is committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed:

Date: