

**THE FALCONS
PRE-PREPARATORY
SCHOOL FOR BOYS
INCLUDING THE EARLY YEARS FOUNDATION STAGE**



**ENGLISH AS AN ADDITIONAL
LANGUAGE (EAL) POLICY**

Introduction

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

A small percentage of our intake has 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.

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 styles

In our school, teachers take action to help children who are learning English as an additional language through 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;

- We ensure access to the curriculum and to assess by:
- differentiating 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.

Curriculum Access

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

If required we may withdraw children for additional language support tuition on a one-to-one or small group basis. In addition the class teacher, SENCO and/or classroom assistant supports the individual child. A 'buddy' system with another boy is also used in our approach to provide support where necessary. Where we can, we pair up boys with others with the same home language, and introduce parents to other parents who speak the same language.

In our school we help 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;
- providing 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

Children are continually being assessed across the board. Our Assessment Policy deals with this in detail.

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