



Oaklands School

English as an Additional Language Policy

Main School and EYFS

1. Introduction

- 1.1 In our School all pupils are important, 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 pupils to aim for the highest possible standards and we take account of each child's individual needs and experiences.
- 1.2 At times, some of our pupils have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- 1.3 It is important to remember that pupils who are learning English as an additional language have linguistic skills similar to those of monolingual English speaking pupils. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4 Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. The School recognises the importance of community languages in their own light, and the ability of their speakers to acquire other languages.

2. Aims and Objectives

- 2.1 We value the importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- 2.2 The aim of this policy is therefore to help ensure that we meet all the needs of these pupils who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976).

3. Teaching and Learning Style

- 3.1 Teachers use various methods to help pupils who are using 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 those appropriate opportunities for talking, and using talking to support writing.
- Encouraging them to relate one language to another.

Ensuring their access to the curriculum and assessment by:

- Using texts and materials that suit their ages and learning stages.
- Providing support through ICT, video and audio materials, dictionaries and readers.

Pupils are able to use recommended school resources and support at home to assist their language development, and staff are able to offer a variety of materials.

4. EAL and Inclusion

- 4.1 In our School we value each child as a unique individual. All pupils follow our schemes of work in each subject. Pupils with English as an additional language do not produce separate work. We strive to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- 4.2 Such pupils will be identified through our Special Educational Needs procedure, which will lead to our Learning support staff supporting individual or small groups of pupils in the classroom. In some cases it may be necessary to arrange a language support teacher to visit the child and work in partnership with the class teacher.

5. Use of home languages in school

- 5.1 We provide opportunities for children to develop and use their home language through play and learning in the EYFS and main school through:
- Celebrating home cultures and festivals with explanations to peer groups
 - Peer mentoring to support language development
 - Pairing of families of similar backgrounds to encourage relationships

This is covered in the EYFS areas of learning under 'Understanding the World'.