



PACKWOOD HAUGH SCHOOL

(Including EYFS)

English as an Additional Language Policy

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Signed: <i>James Pitt</i> , Chair of Governors	

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy can be made available in large print or other accessible format if required.
This policy will be reviewed on an annual basis.

1. Introduction

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

1.2 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.

2. Aims and Objectives

2.1 Our school curriculum secures entitlement for all children to all 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 pupils at Packwood.

2.2 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.

3. Teaching and Learning Style

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

a) 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;
- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through ICT, dictionaries, translators, readers and amanuenses;
- Using the home or first language where appropriate and if available.

4 Curriculum Access

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

4.2 The children can receive up to ten hours one-to-one support each week, depending on their needs, in the Learning Support Department. We also aim, within the Learning Support Department to provide a broad understanding of the history and culture of Great Britain and of Christianity.

5 Assessment

5.1 We test understanding of vocabulary with The British Picture Vocabulary Scale and grammar with the Oxford University placement tests, where appropriate. The school carries out on-going recording of attainment and progress in line with agreed school procedures.

5.2 In Common Entrance examinations they are offered a reader, the use of dictionaries and translators and extra time in accordance with the rules of ISEB.

5.3 For school exams we provide a reader where required and they are allowed extra time. The language support teacher offers support to children with English as an additional language during the school exams.

6 EYFS

6.1 In the EYFS setting the EYFS teacher will liaise closely with the parents so that where practicable the child's home language can be supported in school alongside their learning of English.