

English Martyrs' Catholic Primary School



English as an Additional Language Policy

Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

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. At English Martyrs' we recognise the importance of community languages in their own right and the ability of their speakers to acquire other languages.

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

Intent

At English Martyrs' Catholic Primary School, we strive to be a caring, sharing and friendly school by treating every stakeholder as equals regardless of creed, background or social standing. Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish; meeting every child's potential and their needs. At English Martyrs' this includes meeting the needs of a very mixed community representing a broad range of socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our **Intent** for supporting English as an Additional Language is to ensure that all pupils:

- ...recognise their individual unique importance within our school community, our local area community and in the global community.
- ...aim for the highest possible standards regardless of their starting points.
- ...have access to high quality first teaching meeting individual needs.
- ...are provided with the language tools they each need in order to have a proficient command of the spoken and written English word.
- ...value, celebrate and share their unique individuality of their race, background and creed.
- ...have access to bespoke English language tuition so that they are given the foundations on which to build.
- ...are supported in their learning of English, at all levels, phases and stages.

Implementation

At English Martyrs' these intentions will be Implemented by:

At English Martyrs', we endeavour to ensure that we meet all the 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

At English Martyrs' the teachers use a variety of methods of teaching to help children learn. This applies especially to children with English as an additional language.

We ensure that children with English as an additional language develop 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 metaphors and idioms;
- explaining how spoken and written English have 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 them to relate one language to another.

We ensure that children with English as an additional language develop their spoken and written English by:

- using texts and materials that suit their ages and learning stages;
- providing support through Digital Technologies, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

EAL and Inclusion

At English Martyrs' we value each child as a unique creation of God. We strive to meet the needs of all our children, and to meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum, including children with English as an additional language. We provide the teaching, support, encouragement and praise that allow all our children 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.

The child's level of need will dictate how they are to be taught e.g. withdrawn from the class and taught one to one, in small groups or as part of the class. Where necessary, the involvement of outside agencies will be used.

English Martyrs' 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 their vocabulary where necessary;
- 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 English.

Staff Development

- The Humanities Curriculum Team will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the Humanities Curriculum Team.

Impact

The Humanities Curriculum Team will measure Impact of the implementations of the provision for EAL in collaboration with class teachers and SLT through:

Assessment for learning

At English Martyrs' we use the National Curriculum descriptors and guidance to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures.

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

In the Mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

For the written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the Mathematics tests at Key Stage 2, we provide a verbal translation for the children who have limited English.

Teaching support staff help EAL children during the Key Stage 1 and Key Stage 2 assessment periods.

Record Keeping, Assessment and Reporting

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work.

Formative assessment is used to guide the progress of individual pupils in all areas of the curriculum. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in the whole curriculum is reported to parents through the pupil annual report and termly consultation meetings in the Autumn and Spring terms.

Monitoring

Teaching and Learning, progress and data analysis for EAL is monitored by the Humanities Curriculum Team. Evidence of work is monitored from each year group. Planning will also be moderated to ensure that skills are being taught in a progressive way and individual needs are met throughout the school. EAL provision is also a focus during observations and Learning Walks for SLT.

Curriculum Team responsible: Humanities Team

Policy written: October 2019

Policy agreed by Governors: November 2019

Review Date October 2021 or sooner in light of new initiatives and developments