



## **Our Lady's Preparatory School and Day Nursery**

### **EAL Policy 1.9**

## **Rationale**

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

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**

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 diverse 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.

At Our Lady's Prep School teachers take action to help children who are learning English as an additional language by various means.

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;
- displaying key vocabulary;
- 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;

Ensuring access to the curriculum and to assessment by:

- 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;
- setting targets in literacy for targeted children

## **Curriculum access**

Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We may withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English (with Teaching and Learning Assistants [TLAs], for example). TLAs also work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children.

The curriculum helps 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;

This policy is applicable to all pupils, including those in the EYFS.

#### **Assessment**

We use our SEND Team and our ELA coordinator to measure English language competence for 'new to English' children. These children are targeted on a half termly basis.

We carry out ongoing recording of attainment and progress in line with agreed school procedures monitoring the progress made, then highlighting children in need of targeting for focus support.

#### **Monitoring & review**

The School will review this Policy every year and any guidance or advice published by the DfE or other relevant bodies will be monitored on an ongoing basis, in the event that ad-hoc amendments or revisions are appropriate beyond this timeframe.

**Reviewed: 26 July 2021**

**Signed:**



**M A Stone**  
**Headmaster**

**To be reviewed: 12 months from "Reviewed" date**