

St Augustine's Catholic Primary School

English as an Additional Language (EAL) Policy

Agreed by Governors: February 2025

To be reviewed: February 2026

Mission Statement

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

Introduction

At St Augustine's 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 number of our children have 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 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.

We intend that all children should acquire a standard of English that is:

- necessary for academic achievement
- required for social interaction
- used confidently and competently.

In order to achieve this, all children requiring English as an Additional Language Support will be identified.

- Their needs will be assessed
- Appropriate structured language support will be implemented.

Teaching and Learning styles

In our 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
- 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 issues 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 IT, video or audio materials, dictionaries and translators, readers and amanuenses
- using the home or first language where appropriate.

Curriculum Planning

- All our policies identify our inclusive practice for pupils. long, medium and short term plans cater for the needs of children with English as an additional language.
- All children in our school follow the curricular requirements of the foundation stage and the national curriculum. children with English as an additional language do not produce separate work.
- We do not withdraw children from lessons to receive EAL support. Sometimes a language support teacher works with groups of children, of whom only one or two may be EAL children.
- In the Foundation Stage, we plan opportunities for children to develop their English and we provide support to help them take part in activities.

The Foundation Stage 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 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.

Equal Opportunities

In line with the Equal Opportunities Policy, all children have access to the whole curriculum. Thus, in order to support English as an additional language learned, it is important to recognise that pupils' attainment in language and literacy is a major factor in their capacity to learn in subjects across the curriculum.

Individual subjects create different language demands which need to be identified and addressed within subjects.

Assessment

Our school uses a range of recognised materials to measure English Language competence for EAL children linked to the National Curriculum. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment 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 translate words or phrases that appear in the assessment materials or that the children use in their responses.

For written Mathematics tests 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 for the children for whom English is an additional language.

The language support teacher offers support to children during the Key Stage 1 and Key Stage 2 assessment period.

Monitoring and Evaluating

This policy will be reviewed regularly by staff and governors or earlier if local or national directives are received.