

# **ST AMBROSE PREPARATORY SCHOOL**



## **POLICY ON ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

**SPRING 2020**

**Reviewed: July 2023**

**This policy has been written in consultation with staff and governors of St. Ambrose Preparatory School and with due regard to the school's mission statement:**

At St Ambrose we aim to provide an independent Catholic education for boys and girls of all faiths aged 3 to 11; St Ambrose is an inclusive school where the Gospel teachings and our school values are at the centre of everything that happens in our school family. At St Ambrose we strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love, joy and peace of Jesus; and to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

### **Our Vision**

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

### **Our Ethos & Values**

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

## **English as an Additional Language Policy (EAL)**

**[Staff are notified of regular ISI updates]**

**This policy included EYFS**

The Governing Body of St. Ambrose Prep School understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

### **1 Introduction**

- 1.1 In our school, all our children 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 children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.
- 1.2 A number of our children 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 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.
- 1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

### **2 Aims and objectives**

- 2.1 Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to 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.
- 2.2 The aim of this policy is therefore to help 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.

### **3 Teaching and learning style**

3.1 In our school (see also 4.4 re Foundation Stage), teachers use various methods to help children who are learning English as an additional language:

3.1.1 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 them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;

3.1.2 ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and readers.

### **4 EAL and inclusion**

4.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils 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.

4.2 We do not withdraw children from lessons to receive EAL support.

4.3 In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

4.4 The Foundation Stage 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.

**5 Assessment for learning**

- 5.1 We record EAL pupils' attainment and progress according to agreed school procedures.

**6 Monitoring and review**

- 6.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.