

**ST. MARY'S SCHOOL, HAMPSTEAD**

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

2011-2012



Original: 2006

Revised by: Senior Leadership Team 2007/8/9/10/11

Review Date: August 2012

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

### **MISSION STATEMENT**

St Mary's School seeks to provide an education firmly founded on Christ and the Catholic Faith.

Spiritual and moral principles are nurtured in a way that is reflected in daily life.

Within a happy and caring environment and based on the recognition of the dignity and worth of each child, high standards are expected. Intellectual development is emphasised and fostered along with the pursuit of academic excellence.

St Mary's values the unique contribution of every child within the school community.

St Mary's aims to encourage an active partnership between home, school, parish and the wider community.

### **Introduction**

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.

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.

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.

Research suggests that being a speaker of more than one language is not a 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.

### **Aims and objectives**

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.

The aim of this policy is therefore to help 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**

In our school, teachers use various methods to help children who are learning English as an additional language:

Teachers aim to 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 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;
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Teachers aim to ensure 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 translators, readers and amanuenses;
- using the home or first language where appropriate.

## **EAL and inclusion**

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. All children in our school follow the requirements of the National Curriculum and the Independent School Syllabi. 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.

We do not withdraw children from lessons to receive EAL support unless they are unable to access the curriculum or engage productively in school life without it. From when they first arrive at St Mary's and for the rest of their education at the school, children who are learning English as an additional language are fully immersed into the classroom, learning alongside their peers. We believe learning a second language is best done in context thus ensuring motivation. Children who are withdrawn for support sessions work on an individual basis with a supporting teacher, EYP or teaching assistant or in small groups. This support follows the curriculum of the classroom in line with the class teacher's planning and classroom practice whilst support the EAL pupil's language development. Sometimes the member of staff supporting EAL pupils will work with groups composed not entirely of EAL children.

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

The Early Years 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;
- providing bilingual support to extend vocabulary;
- 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 in English.

### **Assessment for learning**

Our school uses the QCA English scales to measure the English language competence of EAL children. We record their attainment and progress according to 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 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 science and 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 mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English.

Supporting teachers and other qualified staff help children during the Key Stage 1 and Key Stage 2 assessment period.

### **Monitoring and review**

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

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ST. MARY'S SCHOOL, HAMPSTEAD

EQUAL OPPORTUNITIES STATEMENT

St. Mary's School, Hampstead is an equal opportunities school.

As an equal opportunities school we will not discriminate (directly or indirectly), harass or victimise any individual or groups of individuals on the grounds of:

Ethnicity  
Ability  
Special needs and disability  
Race  
Gender  
Religion or belief  
Culture  
Home language  
Family background or  
Sexual orientation

The school is committed to the advancement of equality of opportunity.

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