



Beechwood Primary School

English as an Additional Language Policy

Beechwood Primary School seeks to address the needs of pupils of different nationalities, abilities and levels of proficiency in English. We aim to draw upon strategies to enable English as an Additional Language (EAL) pupils to fully access the curriculum and achieve their potential.

Guiding Principles

- This policy is a statement of the aims and objectives for supporting pupils with English as an additional language at Beechwood Primary School.
- Our school values the linguistic and cultural diversity of the people in our school and in the wider community.

Aims and objectives

- To narrow the achievement gap between pupils with English as their home language and pupils with English as an additional language.
- To enable pupils with English as an additional language the ability to access the curriculum at a level that is suitable for them and enables excellence and enjoyment.

Policy statement on additional language

We will encourage and, where possible, ensure that:

- We know the level of achievement of pupils with EAL and set individual targets for them, as for other pupils.
- Differentiated work is designed to support pupils, including those who are more advanced learners of English, to gain full access to the curriculum.
- Continuous development in the home language supports the development of English language.
- Pupils develop proficiency in more than one language, recognising that it aids cognitive development and academic achievement.
- Planning takes account of the need for all pupils in school to benefit from exposure to, and the valuing of, other languages and cultures.
- Everyone recognises that, although additional language learners may require support from time to time, they are no more likely to have special education needs than their monolingual peers.

Roles and responsibilities

While recognising that the progress of pupils with English as an additional language is the responsibility of all staff, the following particular roles and responsibilities are required of the EAL Leader:

- Monitoring and updating the EAL register as new EAL pupils arrive in school. Ensuring that relevant information is gathered on pupils and passed on to class teachers.
- For new arrivals with little or no English, arranging 20 hours of Teaching Assistant support to enable them to learn 'survival' English in order to aid their settling in to Beechwood.
- Maintaining the tracking of pupils with EAL. Collating data from class teachers of pupil achievement on a termly basis. Updating the EAL pupil tracking sheet accordingly.
- Reporting on any trends/concerns identified in the analysis of EAL tracking.
- Regularly reviewing the EAL policy in order to keep up to date.
- Reviewing, maintaining and improving resources for the teaching of children with EAL. Checking resources available. Creating a list of resources. Ordering extra stock if necessary.
- Liaising with Wokingham LA ethnic minority achievement advisors regarding loaning EAL resources for the school.
- Monitoring achievement of minority ethnic groups at Beechwood. Track achievement of minority ethnic groups on a termly basis, using end of term assessments as a benchmark. Report on any trends or concerns.

Resources

We support cultural and linguistic diversity through our 'Language of the Term' display in the Hall.

At school assemblies, pupils' religious and cultural diversity is shared and valued.

Parents and members of the community are a valued resource and we invite them to help us to enrich pupils' learning and cultural awareness.

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Reviewed - December 2015

Review - December 2017

Governor's Chair of Curriculum & Welfare

Headteacher
