

Moorland Waldorf School

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English as Additional Language Policy

Policy Reviewed: September 2019

Next Policy Review Date: September 2020

Prepared using the DfE publication Developing Quality Tuition, Effective practice in schools, English as an additional language 2011.

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims:

- To give all pupils the opportunity to overcome any barrier to learning;
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible;
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum;
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential;
- To encourage children to practise and extend their use of English;
- To encourage and enable parental support in improving children's language skills.
- To provide ongoing communication about their progress with their parents. We encourage that parent's participation. Our inner stance allows the space for children to freely bring aspects of their culture to the class.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School;
- To work collegiately to be able to assess and monitor these children's needs and make any necessary decisions about classroom management and curriculum planning;

School/class ethos

- Classrooms are arranged to be socially and culturally inclusive;

- Teachers are aware of the child's mother tongue, and support their strengths and allow the child's self-esteem to grow, therefore enabling the child to become bi-lingual;
- Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a child appears orally fluent

Assessment

The Child's needs should be identified during the admissions process:

1. The Class teacher will report / collect information about children's additional language needs, if necessary a meeting with the child's class teacher and the parent/ carer will be held to evaluate the child's ongoing needs.
2. Following the above, lessons will be planned appropriately.

Teaching and Learning

Staff can help children learn English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary;
- By setting appropriate expectations; encouraging children to contribute and give more than one-word answers;
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives;
- Recognising that EAL pupils may need more time to process answers;
- Through the rhythm, repetition and routine of the kindergarten and school, through poems, songs, rhymes and verses. All of these activities provide structure to strengthen, develop and help enhance their learning of the English language.
- In the nursery, the children learn through song and repetition of the spoken word.
- Giving newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained);
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encourage children to transfer their knowledge, skills and understanding of one language to another.

Access and support

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Teaching Assistant in the classroom;
- Where necessary one to one support may take place

Kindergarten

In the Kindergarten the school curriculum helps pupils to learn English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Teachers and assistants refrain from talking to children in an abstract manner but instead talk about what is concrete and present that the children are experiencing.
- The daily repetition of stories and rhymes in circle time offers time for the children to absorb a rich experience of spoken English.

- In Kindergarten the children experience free play, therefore they have more chance to assimilate the language. As they are of the age group that is naturally at the stage of imitation, they absorb language readily.

Responsibilities

Class Teacher to obtain, collate and distribute information on new pupils to college or relevant teachers. This includes:

1. Language(s) spoken at home;
2. From the previous school, information on level of English studied/used;
3. Details of curriculum at previous school.

All Teachers

- All involved in teaching EAL learners liaise regularly during Pedagogical /College meetings and communicate all EAL learners' progress regularly and as needed.
- Teachers meet with parents of all EAL learners to update them on progress as needed.
- We would discuss the needs of these pupils further if, in our professional judgment, appropriate progress is not being made.
- Parents and staff are aware of the school's policy on pupils with EAL;
- Relevant information on pupils with EAL reaches all staff;

Endorsement:

Name: Linda Parker

Position: Chair of ECTE

Date: 11/02/20