



AKELEY WOOD  
SCHOOL

## **AKELEY WOOD JUNIOR SCHOOL & NURSERY: English as an Additional Language Policy**

### **Introduction**

At Akeley Wood Junior School and Nursery **all** our students are important, and this applies to every aspect of their education – their teaching and learning, their achievements, their attitudes and their self-esteem. We encourage them all to aim for the highest possible standards, and we take account of each student's individual needs and experiences.

A number of our students have particular requirements with regard to learning and assessment and these are linked to their progress in acquiring English as an Additional Language.

They will need support in:

- **Producing and understanding Sounds that differ from their own language**
- **Distinguishing between different sounds in English**
- **Understanding oral sets of instructions**
- **Processing language at speed**
- **Understanding and using appropriate intonation and stress**
- **Following whole group interactions**
- **Understanding and using statements, questions, offers and commands**
- **Understanding oral texts when not supported by visual/concrete clues**
- **Understanding technical vocabulary**
- **Learning appropriate language for playing**
- **Learning appropriate language to interact with peers and adults**
- **Understanding lexical metaphors such as "I'm pulling your leg"**

Students 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.

According to Ofsted it takes:

"On average five to seven years to become fully competent in a second language although individuals will vary in the speed that they acquire this competence"

English as an Additional Language (Ofsted 2000)

This implies that non English speakers at Akeley Wood Junior School and Nursery will need long term support. It is important to remember that just because a student is coping in the day to day life of the classroom it does not mean that they are reaching their full potential academically. In order to reach this level additional support from the family may be needed and families need to consider whether Akeley Wood Junior School and Nursery is the best option for their child in the time frame available before public examinations.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. Akeley Wood Junior School and Nursery recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

The **aim of this policy** is therefore to help ensure that we meet all the needs of those students who are learning English as an Additional Language. This is in line with the requirements of the Race Relations Act (1976).

Related policies: Special Educational Needs Policy and the Gifted and Talented Policy.

### **Teaching and Learning Strategies**

Research on students learning English as an additional language shows that there are many ways to approach language learning and all can be effective. However there is:

**“Broad agreement about an approach to language teaching and learning which stresses the importance of communication in the language-real language use- as a central component of learning as well as a desired outcome for that learning.....a rich and varied input of the new language together with opportunities for learners to interact with the language.”**

**DfES 2005**

Teacher’s knowledge about students’ abilities and their needs in English and other subjects is used in curriculum planning and assessment, teaching and grouping.

At Akeley Wood Junior School and Nursery, teachers use various strategies to help students who are learning English as an Additional Language depending on age, ability and previous experience of English.

Student’s spoken and written English is developed by:

- Activating peer support
- Supporting pupils’ understanding by continually introducing, explaining and illustrating key vocabulary related to subject content
- Scaffolding writing tasks, for example modelling writing action (such as correct letter information), matching, sequencing, providing writing frames and word banks
- Scaffolding oracy, modelling oral and written language to support acquisition
- Using ICT programs to support language skills and to reinforce learning
- Regularly monitoring pupils’ understanding in ways that do not involve the use of English
- Reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- Encourage pupil responses and promoting interaction using different forms of questioning:
  - Closed and open
  - Concrete and abstract
  - Higher-order questions using culturally accessible learning materials
- Ensuring each pupil experiences success, for example through differentiation including the differentiation of homework tasks
- Promoting thinking and talking in first languages to support understanding
- Using a kinaesthetic approach and ensuring that over learning takes place at all stages

To facilitate pupils using their first language we:

- Have additional support for EAL learners
- Use visual clues and resources to help make the meaning clearer

We recognise as with all learners, pupils learning EAL should be encouraged to become increasingly independent in their learning. If a pupil appears fluent in social English it is still important to plan carefully for language development so the pupil can manage the literacy demands of curriculum subjects.

### **EAL and inclusion**

At Akeley Wood Junior School and Nursery 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.

Teachers encourage children with English as an Additional Language to participate and where possible and appropriate give them the same work as their peers. If they are unable to access the lesson then differentiated work will be given to link in with the main objective.

Where possible, additional support is aimed at pre teaching acquisition of vocabulary to enable pupils to access lessons successfully.

### **Curriculum Access**

- At Akeley Wood Junior School and Nursery teaching and learning, achievements, attitudes and well-being of all our students are of paramount importance. Some of our students may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- All students in our school have an entitlement to a broad and balanced curriculum. Students with English as an additional language do not produce separate work.

We modify and adapt the curriculum in the following ways:-

- By identifying new arrivals' prior knowledge and learning skills and by assessing their level of language development
- Setting learning objectives for the pupil

When planning and teaching we consider the following in line with our inclusion and AFL Policies

- We consider how to inform the pupil of the learning journey the class has already undertaken, identifying skills the pupil may also have developed
- Develop a variety of strategies for differentiating objectives
- Awareness of the background experience and language profile of the EAL pupil in order to identify variables that might affect progress
- Awareness of and understanding pupils' prior knowledge
- Planning includes collaborative work with contextual support, including guided and supported group work
- We provide ample opportunities for pupils to hear good models of a range of styles and registers of English
- We provide opportunities for talk, whilst being aware that pupils with EAL may need time before being able or confident to engage in speaking
- We carefully scaffold reading activities, for example using paired reading or individual support
- We prepare tasks that are clear, purposeful, practical and that build on prior knowledge. Pupils can be engaged in practical activities that match the pupil's language development needs
- Teachers support staff for their effective deployment. This may be either small groups or individual learning activities.

- We prepare resources that support the development of pupils' English language skills and understanding, including visuals and key visuals or graphic organisers (for example timelines, tree diagrams, flow charts, tables, graphs, pie charts and cycle diagrams) to support understanding of key words and concepts.

### **Pupils with EAL who may have special educational needs**

There may be a concern about a lack of information about the special needs of a new arrival, especially if previous school records are unavailable.

Sensitive and careful assessment can distinguish between pupils who have additional language-learning needs and those who also have special educational needs.

All new arrivals are entitled to a secure learning environment that promotes access to, and engagement in, the curriculum. Some pupils learning EAL may later be assessed as having special educational needs. In these cases teachers and specialist staff would work closely with the special educational needs coordinator to ensure that assessments provide opportunities for pupils to demonstrate their learning using all their language skills.

Equally, if a pupil demonstrates s/he has gifted and able qualities then the Gifted and Talented Co-ordinator will be informed so a programme can be put in place to support them in line with the 'Able, Gifted and Talented' policy.

Adopted: September 2016  
Next Review Date: September 2017

Signed   
Mrs C G Page  
**Headteacher**