



*Dreaming, believing, succeeding together*  
*Breuddwydio, coelio, llwyddo gyda'n gilydd*

# English as an Additional Language Policy

Policy reviewed on: *Autumn 2019*

Policy valid until: *Autumn 2023*

Policy owned by: *The Headteacher*

*Headteacher:* \_\_\_\_\_

*For and on behalf of the Governing Body:* \_\_\_\_\_

## **1. Introduction**

- 1.1 In Ysgol Y Foryd the teaching, learning, achievements, attitudes and well-being of all our pupils are important. We encourage all our pupils to achieve the highest possible standards. We do this through taking account of each pupil's life experiences and needs.
- 1.2 The school recognises that minority ethnic pupils will fully access school life whilst retaining their own culture.
- 1.3 The school supports the entitlement of pupils learning EAL both to learn and achieve in English and to maintain and develop their first language.
- 1.4 Pupils who are learning English as an Additional Language have skills and knowledge about language similar to monolingual pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

## **2. Aims and Objectives**

- 2.1 The Foundation Phase Curriculum is an entitlement curriculum for all pupils. We promote the principles of fairness and justice for all through the education that we provide.
- 2.2 The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an Additional Language. This is in line with the requirements of the Strategic Equality Plan 2017.

## **3. Curriculum Access**

- 3.1 In school, the ALNCo is responsible for the **induction and monitoring of minority ethnic pupils. She liaises with the EAL service.**
- 3.2 All pupils in our school follow the requirements of the Foundation Phase Framework.
- 3.3 Pupils requiring English language support will be fully integrated into the mainstream classroom with opportunities for individual or small group language support.
- 3.4 All staff work collaboratively with EAL teachers to develop strategies to access pupils learning EAL into the curriculum.

## **4. Assessment**

- 4.1 On entry to the school minority ethnic pupils are referred to the EAL service for an assessment if this is deemed necessary by the class teacher and ALNCo. For pupils requiring English language support appropriate provision will be implemented with the support of the EAL Service.
- 4.2 Continuous assessment of progress will be in line with whole school assessment policies, record keeping and monitoring of achievement.
- 4.2 Progress in English language competence will be informed by the Welsh Assembly Government's (WAG) language stages (A-E).
- 4.3 If necessary and where appropriate, the statutory assessment arrangements for assessments enable the school to make special arrangements for pupils who are learning English as an Additional Language.
- 4.4 In our school, pupils learning EAL will not be placed on the register of Additional Learning Needs (ALN) simply because of a lack of fluency in English. This will only happen if a pupil has an identified learning difficulty.

## **5. Teaching and Learning Style**

- 5.1 In our school, teachers are informed about and recognise the value of the pupils' language and culture.
- 5.2 Teachers incorporate strategies for pupils who are learning English as an Additional Language by:
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
  - Explaining how speaking and writing in English are structured for different purposes across the range of curriculum subjects
  - Providing a range of reading materials that highlight the different ways in which English is used
  - Ensuring that there are effective opportunities for talking and that talk is used to support writing
  - Encouraging pupils to transfer their knowledge, skills and understanding of one language to another
  - Building on pupils' experiences of language at home and in the wider community, so that pupils who are developing uses of English and other languages are able to support one another.
  - Using accessible texts and materials suitable for the pupils' age and level of learning

- Providing support through ICT materials and dictionaries
- Providing translators, readers and script writers when necessary and where available.