

Powerful Hornbillers are
positively engaged citizens.



English as an Additional Language Policy

Updated April 2023



EAL Policy

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Hornbill School's Mission

Our values led, multicultural school promotes a happy, safe & caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build their learning power as part of a learning community in which they all become resilient & self-assured whilst achieving the highest standards on all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

Building Learning Power

Hornbillers are caring, courteous citizens of Hornbill School who are powerful learners because of their: curiosity, creativity and courage and their reflective, resilient and energetic ability to communicate and explore.

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1. Principle

At Hornbill School the learning and teaching, 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 child's life experiences and needs.

A significant number of our pupils have been brought up in families with a mother-tongue other than English and are therefore EAL (English as an additional language) learners.

2. Bilingual Learners

Bilingual EAL learners in Hornbill School come from a range of ethnic backgrounds. The majority arrive at Hornbill school having had a certain amount of exposure to the English language. Some have also developed literacy skills in their home language. Some have had comparable schooling to their age equivalent peers; others may have their educational experience interrupted or had a late start in education.

Pupils who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking pupils. Their ability to participate in the full curriculum may, in some cases, be in advance of their communicative skills in English.

3. Aims

The National Curriculum for English (2014) secures entitlement for all pupils to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding,

skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

We promote the principles of fairness and justice for all through the education that we provide in our school.

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 **Race Relations Act 1976** and the **Pupils' Act 2004**.

4. Teaching and Learning

In our school, teaching and support staff take appropriate action to help pupils who are learning English as an Additional Language by embedding an ethos of a language-rich, word aware approach.

This entails:

- a) considering the specific EAL needs of the pupils we teach, alongside all other learners in the class.
- b) knowledge that every learner will encounter a wealth of language during each lesson, whether they are EAL learners or not.
- c) pre-thinking learning to pre-empt the linguistic challenges of each lesson in order to enable effective and progressive learning for all.

Using our core driver, 'metacognition' and our 8 learning powers, we encourage all learners to be positively engaged and powerful in their approach to language and communication.

This includes:

- a) maximising **communication** – particularly listening and speaking – in all learning opportunities
- b) encouraging **curiosity** in relation to language encountered, actively asking questions, for example, 'What does this word mean?' 'Have I used this word correctly in this sentence?' 'Is there a better word I could use?'
- c) enabling **exploration** of language: listening carefully to hear the words and phrases that peers and adults use, trying out new language in speaking and writing and a sense of profitable experimentation to evolve language use.
- d) harnessing opportunities to use language **creatively** to develop new ideas and to take exploration further, in the knowledge that language holds no bounds.
- e) exercising **courage** to express ideas and opinions and to present language to others, including audiences of larger size.
- f) actively **reflecting** on language use – its effectiveness and ways to progress language skills for best outcomes.

As a high-flying, metacognitive Hornbiller, our learners will be encouraged to express their understanding of themselves as language learners, developing their ability to be cognisant of the next steps they need to take to make progress and the way in which to express these needs within learning. For example, 'I need to understand these sentences better to be able to answer the question. I need to reread them and then explore the language by asking a peer or an adult or using a tool such as a dictionary.'

5.Ensuring Access to the National Curriculum and to Assessment

All learners in our school follow the curricular requirements of the EYFS and KS1 and 2 National Curriculum. In keeping with the language-rich, word aware approach ensuring access to the curriculum and assessment entails:

- analysing curriculum areas to identify language that pupils need to be able to use to achieve the learning objectives and the language development opportunities the curriculum offers.
- creating simple, workable systems across the curriculum that can be implemented consistently across year groups to support a language-rich, word aware approach through activating prior knowledge or creating shared experiences, scaffolding the language and the learning and planning for plentiful communicative opportunities.
- following a rich sequence of sequential skill development: listening-speaking-reading-writing. Learners should only be asked to write what they are already secure to understand through listening, to say with confidence and to read with understanding.

In our EYFS, we plan opportunities for pupils to develop English language communication and we provide a range of appropriate support to help them take part in activities.

The EYFS helps pupils learning English as an additional language by:

- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for pupils to engage in speaking and listening activities in English with peers and adults;
- where advisable, and possible, providing opportunities for pupils to hear their home languages as well as English.

6.Assessment

Where considered necessary to deem the specific level of EAL needs, the Language Link assessment may be undertaken with individuals to ascertain which aspects of language require particular focus within the classroom. Trends of areas of need often flagged up by this assessment, such as prepositions, tenses, ordinal numbers and so on, can be usefully targeted in QFT for all learners.

The progress of these EAL learners will be closely monitored and reviewed on a termly basis. Depending on the progress and review, the continuity, level or type of support may be reconsidered.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for pupils. These will be in line with the guidelines provided for the administering of SATs

7.Staffing

All teaching staff and learning support assistants are accountable for ensuring that the creation of a language-rich environment for learning is achieved for all learners at Hornbill School. This EAL Policy

requires specific, focused pre-thinking and preparation to maximise language exploration and to promote learner understanding of language. Staff actively pre-teach language in order for it to be encountered in learning with confidence and readiness for development.

8.Safeguarding Pupils

The School's legal responsibility for safeguarding the welfare of pupils goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the Safeguarding Policy.